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Ontario, Education, Royal Commission on, 1946.


FREE EDUCATION TO THE LIMIT OF ABILITY

Section A: Higher Education

Brief presented to
The Royal Commission on Education
by
Edwin C. Guillet, M.A.

The subject matter of this brief was presented, before the brief was complete, to the Council of the Toronto District (No. 7) of the Ontario Secondary School Teachers' Federation, and the Council agreed that the matters involved were very important and should be presented to The Royal Commission on Education.

Consideration of the actual brief by the District was prevented by its length and by a lack of sufficient time after its completion.



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"Why should there be such inequalities in life; in particular, why should the children of some people have inadequate food, living conditions, education, etc., while the children of others, whatever their brains or character, have secure access, not only to the necessities of a good life but to the superfluities of a luxurious one."

- Sir Richard Livingstone
Education for a World Adrift

"The test of our progress is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have little."

- President Franklin D. Roosevelt
Inaugural Address, January 20, 1937

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The author acknowledges with gratitude the co-operation of a number of secondary school principals and teachers who have assembled statistics in their schools; of university presidents, bursars, and administrators who have furnished statistical and other suggestive material with relation to higher education in the Province of Ontario; and of librarians and many others who have aided by suggestion the research into the facilities for university and adult education in other parts of the world.

FOREWORD

"As with rivers, so with the individual; change is always taking place, but only at certain periods of life can it be clearly perceived.... It is the fate of this generation to live in such an age.... If you ask me what this change is, I should say it is the decisive appearance of a new character on the stage; a new class is taking a main rôle in the play. Our generation is seeing the same kind of phenomenon as occurred in the fifteenth, the seventeenth, and the nineteenth centuries - a radical change.... Today it is the turn of what we compendiously call 'the masses', and government of the people, for the people, is in sight if not here. It is not an isolated phenomenon; such a change belongs to the spirit of the age; it can be seen in the Russian revolution, and it is bound to come in all educated countries. For fundamentally it is the result of education. Marx would have traced it to economic causes, and doubtless these have contributed. But the real cause is education. As soon as you begin to educate people, you teach them, however feebly, to use their reason. The more intelligent can use it effectively, the less intelligent will at any rate have an idea what the more intelligent are saying.... The adventurous, the romantic, the heroic can count themselves fortunate to live at such a time.... The words apply which Socrates used of life - 'Noble is the prize and our hope is great'."

- Sir Richard Livingstone

Education for a World Adrift

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INTRODUCTION

1.

(1) Democracy

The most generally accepted definition of Democracy is that of Abraham Lincoln - "Government of the people, by the people, for the people". The criterion of our way of life, consequently, is how closely we in Canada approach the ideal, how nearly democracy in action approaches "the greatest good of the greatest number". This must not be assumed, but must be estimated from our actions rather than our professions. Just 106 years ago, when Queen's University was being projected, the Bytown Gazette carried this illuminating comment:

"We are not a little surprised to observe that the seat of the Scotch College has been selected in the vicinity of Kingston. Being designed for the accommodation of both provinces, this institution ought to have been placed in as central a position as possible; so why not Bytown? In the constitution of the Kirk there is already a sufficient spice of Republicanism, so why not place the seat for educating her future Ministers as remote as possible from the contagion of Democratic principles."¹

But, as the century advanced, hard-fought gains in the right to vote were won, although the belief long persisted that privileges are conferred upon the owners of property ipso facto, and are by the same token withheld from non-landholders. Only in recent years was the property qualification for members of the Canadian Senate abolished. A real belief in Democracy beyond its very restricted political aspect is consequently not necessarily a component part of our present way of life. It is something that we must prove or disprove by our daily living, a way of life that should not be considered achieved, but worthy of our most enthusiastic and devoted effort. The authors of the noble Springfield Plan describe it as a series of policies and techniques designed to teach children and adults to believe in - and to act as though they believed in - the basic principles of Democracy. Until we have advanced as far in Canada, our practice of Democracy is in no sense equal to our precepts, nor our actions in accord with our pretensions.

(2) "The Injustice of Justice"

When the Honourable Gordon Conant, now Master of the Supreme Court, was Attorney-General of Ontario, he delivered a number of addresses on the administration of justice in Canada. For one of these, on February 7, 1939, he chose the subject "The Injustice of Justice". The whole of his speech was devoted to the numerous ways in which the vaunted precept "Equal Justice for All" was a mere sham and catchword. "We are still administering justice in very much the same manner as we did 100 years ago", said the Attorney-General, and he went on to point out the general inequities in administration.

¹Bytown Gazette, 1840. "Bytown" is the early name of Ottawa.

He took as an example a man arrested for drunkenness, possibly in charge of an automobile. The magistrate finds him guilty and the sentence is \$10.00 and costs or ten days in jail. If he is rich, the Attorney-General pointed out, he pulls out a roll of bills, pays the amount due, and goes on his way rejoicing in our Democracy; but, if he is poor, he loses his liberty for ten days, and his family are deprived of his earnings as well as humiliated before their neighbours. The rich, said Mr. Conant, "in effect purchase their liberty"; and, in comparing the two penalties, he asks, "Is it natural justice?"

But, this is but the start of the injustices of our administration of justice. We have, continued the Attorney-General, a system of allowing accused persons out on bail. The result is that the rich man is released at once, even in serious charges, while the poor awaits trial in jail.

Then there is the important matter of hiring a lawyer. As the best among them charge hundreds of dollars a day for their services, only the rich can afford to retain adequate counsel in their defence. Again the poor are discriminated against and they are frequently overcharged into the bargain.

"But", said Attorney-General Conant, referring to bad ethics in the profession, "lawyers must realize that the people do not exist for the benefit of the lawyers. Lawyers can only justify their profession and their continued existence by the services they render to the people."

He pointed out, too, the so-called "expert" testimony which the rich can call to prove they really were not drunk at all, so they are frequently acquitted. "Alas, however", said Mr. Conant, "Such is impossible for the poor", and he went on to show how appeals to higher courts were largely the rich man's privilege while the poor man had the other type of justice and went to the penitentiary. "There is something wrong, and changes and reforms are long overdue", concluded the Attorney-General¹, but obviously more than one man must be enlightened enough to recognize the truth before we can expect progressive legislation to provide even-handed justice for all.

We open this brief with the Honourable Gordon Conant's address because of its prime importance in the matter of our concept of Democracy. If such unjust discrimination between rich and poor continues to exist after being thoroughly exposed by the official who had the greatest opportunity to do something about it, we must conclude that there is far greater pressure to keep the system as it is than there is public spirit to alter it. And, since we find such discrimination in the basic foundation of our way of life, we must look for it elsewhere as well. Here it is our problem to study the educational needs of Ontario, to estimate how closely the situation here approximates conditions in England, of which Sir Richard Livingstone, recognized as a world authority on education, wrote in a recent book:

"Why should there be such inequalities in life; in particular, why should the children of some people have inadequate food, living conditions, education, etc., while the children of others, whatever their brains or character, have secure access, not only to the necessities of a good life, but to the superfluities of a luxurious one."²

¹This notable address is reported in the press of February 8, 1939.

²Sir Richard Livingstone, Education for a World Adrift, page 3.

SECTION A: HIGHER EDUCATION

CHAPTER I

Higher Education in Ontario

In an essay written in 1927, Sir Robert Falconer, the President, outlined the early history of the University of Toronto.¹ When the Royal Charter for King's College was granted on March 15, 1827, and for half a century longer, education was, as the President put it, "essentially the maintenance of the status quo". He points out that social and ecclesiastical exclusiveness, imported from England, was the basis of education; that there was no tolerance here or in England, and but little humanity of a comprehensive nature.

For some sixteen years the new college was a name only, but, in 1843, politics - long the major sport of Canada - finally reached a condition of stability sufficient to enable the commencement of lectures. But the basic principles of King's College bore no relation to Democracy, which, as Sir Robert points out, was just commencing as a philosophy of life. The President of the College had to be a clergyman of the Church of England - in fact the Archdeacon of York was president ex officio. The official visitor was the Anglican Bishop, and Anglican divinity degrees were the only ones granted. The executive of the university consisted of the Chancellor and the President and seven other members, all of whom must be members of the Church of England and definitely subscribe to her articles, and this at a time when, from any point of view except in the matter of controlling power in the government, the Church of England was of minor importance compared with other religious denominations.

For six years more the fight between Bishop Strachan and the Reverend Egerton Ryerson continued, and inch by inch the forces of sectarianism were forced ever backward, until finally, in 1849, higher education was secularized and the new University of Toronto created in 1850. Until that date, the only educational system in Ontario approaching the democratic was Methodist Victoria College, Cobourg, under Egerton Ryerson.

From that point the history of higher education in Ontario revolves around the movement towards federation. Colleges were generally poor, and the privileges of a university education were considered to be the perquisite of wealth and social position, of personal riches and private enterprise. Federation finally came in the period 1889-1910, Queen's University in Kingston avoiding federation and going its own way. Meanwhile, McMaster University grew alongside as the Baptist seat of Theology and higher learning, the University of Western Ontario, London, of which the nucleus was Roman Catholic Assumption College, Windsor,* serves another section of the Province, while L'Université d'Ottawa is predominantly French and Roman Catholic.

¹See "The First Century of the University of Toronto", in University of Toronto Centenary Proceedings, 1927, pp. 4-10.

*This is an error. Assumption College is affiliated but Huron College was the nucleus. - E. C. G.

Figure 1. A schematic diagram of the experimental design. The diagram shows a sequence of events: a subject is presented with a stimulus (a word or picture), then a response is recorded (a button press or verbal response), and finally a feedback is provided (a tone or light). The sequence is repeated for multiple trials.

[illegible]

Not much in the way of provincial support of the University of Toronto was given until after the investigation by the Royal Commission of 1905. The expansion since has resulted from the University Act of 1906, from endowments in the next twenty-one years of \$6,000,000, and from increasing grants-in-aid by the Provincial Government. Unfortunately, however, the rising cost of living, together with tuition fees increased four- or five-fold in 25 years, has made higher education even more the privilege of wealth and social position than it was half a century ago. A survey recently made by teachers of our Association will prove the truth of this statement, but, before presenting it, we will indicate the fees and expenses in universities and estimate to what degree scholarships and bursaries meet the need.

CHAPTER II

Tuition Fees and Expenses

The following tables of fees and maintenance expenses at the University of Western Ontario are furnished by Walter James Brown, Executive Secretary:

Table I

University of Western Ontario, London

Student Expenses

FACULTY OF ARTS	
Annual Registration	\$ 25.00
Tuition	\$125.00 to \$130.00
Laboratory and Caution Fees	\$ 6.00 to \$ 60.00
Athletic Association	\$ 10.00
Student Commission	\$ 6.00
Health Insurance	\$ 10.00
Caution Fee	\$ 5.00
Board (30 weeks)	\$240.00 to \$300.00
Books and Supplies	\$ 50.00 to \$ 75.00
	<u>\$477.00 to \$621.00</u>
FACULTY OF MEDICINE	
Room and Board - \$7.00 to \$10.00 per week	\$280.00 to \$400.00
Tuition fee	\$290.00
Annual University Registration Fee	\$ 25.00
Athletic Association	\$ 10.00
Books	\$ 15.00 to \$ 30.00
Microscope	\$150.00 to \$180.00
Microscope Rental	\$ 15.00
Microscope Caution Fee	\$ 10.00
Instruments	\$ 5.00 to \$ 20.00
Incidentals (Class Fees, etc.)	\$ 2.00 to \$ 10.00
Hospital Fee (final years only)	\$ 8.00
Degree (final year only)	\$ 25.00
Student Health Insurance Fee	\$ 10.00
	<u>\$845.00 to \$1,033.00</u>

Table I

(continued)

FACULTY OF PUBLIC HEALTH	
Annual Registration	\$ 25.00
Tuition	\$125.00
Laboratory Fee, each Science	\$ 2.00
University Student's Commission	\$ 2.50 - 5th year
Concert Series	\$ 1.00
Certificate Fee	\$ 5.00
Board (30 weeks)	\$240.00
Books and Supplies	\$ 50.00
	<u>\$450.00</u>

A letter to the author from W. E. McNeill, Vice-Principal of the University, gives the following statistics of fees and maintenance expenses at Queen's:

Table IIFees and Expenses, Queen's University, Kingston

FACULTY OF ARTS	
University fees	\$150.00
Student Interests	\$ 23.00
Laboratory deposit for those taking Science classes	<u>\$ 5.00 to \$ 10.00</u> <u>\$178.00 to \$183.00</u>
FACULTY OF APPLIED SCIENCE	
University fees	\$232.00
Student Interests	\$ 23.00
Laboratory deposit	<u>\$ 5.00 to \$ 10.00</u> <u>\$260.00 to \$265.00</u>
FACULTY OF MEDICINE	
University fees	\$222.00 (each of six years)
Student Interests	\$ 23.00
Laboratory deposit	<u>\$ 10.00</u> <u>\$255.00</u>

Mr. McNeill adds the following with reference to living expenses:

"We have no residences for men and only partial residential accommodation for women. Women in the residences pay for room and board a fixed sum for the session which varies according to the location of the room and according to whether the room is double or single. The cheapest double room and

board for the session is \$230.00 which works out to about \$8.21 a week. The highest price for a double or single is \$270.00 which works out to about \$9.63. Those who room outside and take their meals in the residences are charged \$5.50 a week. Men and women who have to find room and board in the city pay for both from about \$8.50 to \$10.50. Most students pay very close to \$10.00 a week."

The following excerpt from a letter to the author from Elven J. Bengough, Registrar of McMaster, summarizes the fees and expenses at that University:

Table III

Fees and Expenses, McMaster University, Hamilton

"The annual fees in Arts and Science here are \$177.00 for men and \$173.50 for women. These amounts are made up of \$150.00 tuition, and the remaining amount for miscellaneous student associations, such as athletics, publications, etc.

If a student is in a Science Course, he will have further laboratory fees which may vary from five to twenty-five or thirty dollars a year depending upon the nature of the course being taken.

In Theology the fee is \$50.00 a year in addition to student fees.

Residence fees for the year amount to approximately \$325.00. The cost for books varies a great deal to the nature of the course and would probably be from \$15.00 to \$30.00 a year.

Boarding accommodation in private homes usually costs slightly more than our residence fees."

Osgoode Hall, Toronto

A prospective student-at-law may be accepted by the Benchers of the Law Society of Upper Canada upon payment of a fee of \$101.00. Thereafter he pays \$200.00 each session for his tuition, and the Society takes no chances of any evasion or delay, stipulating that "No seat can be allotted to a student until the fee is actually paid".¹ Fees of \$5.00 are payable at each series of term examinations written. Living expenses are, of course, no different from those applicable at the University of Toronto, and need not be repeated here.

¹Law Students' Handbook, 1945-46, page 20.

In conversation with Dean R. P. Poupart of the Faculty of Arts of L'Université d'Ottawa, the writer learned that the tuition fees were from \$110.00 to \$150.00 annually, and board and room in residence, for a term of almost nine months, ran from \$175.00 to \$250.00. Out-of-town students were advised to count upon a minimum of \$500.00 for a year's expenses. The University of Ottawa is under the control of the Roman Catholic Church and is largely French in both faculty and students.

The University of Toronto

A letter from C. E. Higginbottom, Bursar, contains the following paragraphs of general information on fees and expenses:

"Tuition for the undergraduate varies from \$150.00 in the Faculty of Arts to \$350.00 in the Faculty of Medicine. Incidental fees vary from \$8.00 to \$53.00.

Room and board for both men and women averages \$10.00 a week. The women pay \$10.00 per week and eat in residence, but the men pay for room only, at the rate of \$3.00 or \$3.25 per week, and eat wherever they prefer. Hart House provides good meals at an average cost of about \$6.00 per week.

Books average about \$50.00 a year, but the cost for books may be considerably reduced by buying second-hand ones.

Instruments add greatly to the cost to the student in the Faculty of Dentistry, and must be considered carefully by the student who contemplates taking that course."

Instead of giving merely the present tuition fees at this, the "State University", we have compiled a comprehensive table indicating the rise in fees in the last twenty years. It will be seen that the increase runs all the way from under 50% in Dentistry to 750% in Graduate Studies:

Table IV

Showing the Increase in Fees

University of Toronto, 1924-1946

Faculty	Tuition Fees 1924-25	1925-26 Increase to	1932-33 Increase to	1935-36 Increase to	1936-37 Increase to	1939-40 Increase to	Present Fees 1945-46
Arts	\$ 40	\$ 75	\$100	\$115	\$125	\$150	\$150
Commerce and Finance	80	110	135	165	-	190	190
Medicine	150	200 (1927-28)	-	\$175 to \$275	-	\$200 to \$300	350
Engineering	150	-	200 (1928-29)	225	-	250	250
Dentistry	200	-	-	\$175 to \$250	-	\$200 to \$275	\$200 to \$275
Forestry	80	125 (1927-28)	-	150	-	175	175
Household Science	100	-	125	150	-	175	150
Graduate Studies	20	-	50 (1933-34)	75	100 (1938-39)	125	150
Social Science	45	75 (1929-30)	100	125	-	150	150

It will be seen that a year's attendance at university varies, with the course and its length, from slightly under \$500.00 to about \$1,100.00 in the more technical professional courses. To this must be added no inconsiderable amount for theatres and other amusements and for the "dates" which comprise co-educational social activities with the other sex; and these are just as essential to a rounded student life as the rest of the education if we are not to produce hermits and similar eccentrics. It is apparent, consequently, that college life is becoming more and more restricted to the children of parents of the middle and upper financial groups. It used to be true that, by summer work and part-time employment during the college year, an ambitious and hard-working student could pay his way through university; but now, even if he enters the highly lucrative employment of selling expensive Bibles to the hill-billies of Kentucky or is a bell-boy at Bigwin Inn or some other resort of the financially opulent where tips are large, he will hardly eke out a living for the ensuing college year. In many instances, too, the student is told that his progress in his studies is dependent upon his working during the summer vacation in an occupation related to his course, and advantage is usually taken of his necessity by treating him on an apprenticeship basis and paying him only a nominal wage which covers but little more than his board and lodging.¹

CHAPTER III

Scholarships and Bursaries

As samples of what is available in student aid, we will describe the situation in the University of Toronto and Queen's, both state-aided, and in McMaster, which, because of its sectarian basis, receives no State grant.

The Bursar of the University of Toronto writes as follows:²

"There are about 50 University or University College Scholarships which carry exemption of tuition fees. The continuation of exemption depends upon the student obtaining 1st class honours at the annual examinations.

About 50% fail to get 1st class honours and so lose the exemption. If 1st class honours are obtained at the end of the 2nd or 3rd year, exemption allowance is given in the following year."

It will be noticed that the first-class honour qualification eliminates half the personnel from further aid. It is an arbitrary distinction which, considering the very high standard enforced to obtain it, ought to be lowered to second-class. In addition to the fifty scholarships mentioned by the Bursar, the various colleges have others on the same terms.

¹The same principle applies to law students who are articulated to legal firms and provide cheap labour at from nothing at all to a maximum of \$10.00 a week payment.

²To the writer, January 17, 1946.

The Vice-Principal of Queen's describes the scholarships there as follows¹:

"We have only one scholarship with almost total exemption from fees. This is called the Kingston Scholarship and was established as a sort of recompense to the City of Kingston for contributions on two occasions to a building fund. There are a number of scholarships with partial exemption from fees as follows:

9 Provincial Scholarships with tuition for three years, leaving at least one year unprovided for;

9 Ontario Scholarships with tuition credit of \$150 for three years. This covers Arts fees except for deposits and student interests but is about \$100 short of fees in the other faculties;

11 Ontario Locality Scholarships with a credit of \$25 a year for each of four years;

2 other scholarships with credit of \$25 a year;

1 County of Brant Scholarship with credit of \$50 a year towards fees."

Chancellor Gilmour of McMaster University describes as follows the scholarships available at that University²:

"The University itself offers twelve matriculation scholarships which include tuition, and, in addition, there is the O. H. A. Scholarship, part of which is granted in the form of free tuition. The number of students who receive aid equivalent to tuition is considerably larger, because of I.O.D.E., Rotary Club, and other benefits."

None of these statements includes the Dominion-Provincial scholarships and bursaries which have done much to aid students who would otherwise have been precluded from higher education. This admirable plan is described in detail by the Deputy Minister of Education³:

Table V

Dominion-Provincial Student-Aid Scholarships

1945-1946

"The following is a summary of awards of Dominion-Provincial Student-Aid Scholarships for the current academic year made by the Committee of Award under the provisions of Section 10 (1) of Exam. Circular 115, April, 1945. The value of each class of scholarship is set forth in Section 5 (1), (a), (b), and (c) of the attached announcement.

(Continued on page 8)

¹Letter to the writer, January 16, 1946.

²Letter to the writer, January 23, 1946.

³Letter and memorandum to the writer, January 30, 1946.

Table VDominion-Provincial Student-Aid Scholarships1945-1946

(continued)

"In the summary, column A indicates the number of awards allotted to each county or district as provided in the announcement, column B the actual number of awards made and column C the amount of the awards. In some counties and districts, where all the Scholarships allotted in any of the classes under Section 10 (1) were not awarded, the money representing such Scholarships was used for making awards in another class.

Counties and Districts	University			Normal School			Grade XIII		
	A	B	C	A	B	C	A	B	C
Brant	3	5	\$2,000	3			5		
Bruce	2	2	800	2	2	\$500	5	4	\$400
Carleton	5	7	2,400	5	1	175	6	8	800
Dufferin	2			2	1	250	1	1	100
Dundas	2	2	800	2	1	250	3	4	400
Durham	2	2	800	2	2	500	3	1	100
Elgin	3	3	1,200	2	1	250	5	4	400
Essex	6	7	2,800	4	2	500	7	8	800
Frontenac	3	2	600	1	2	500	4	5	500
Glengarry	1	1	400	2	1	250	3	2	200
Grenville	2	1	400	2			3	3	300
Grey	4	2	800	2	2	500	4	3	300
Haldimand	2	1	400	2	1	250	3	3	300
Haliburton	2			1			4	2	200
Halton	2	2	600	2	2	425	3	1	100
Hastings	3	5	2,000	3			4	2	200
Huron	3	3	1,200	2	1	250	4	4	400
Kent	3	3	1,200	2	2	500	4	4	400
Lambton	3	4	1,600	2	1	250	4	2	200
Lanark	2	2	800	2	1	250	3	3	300
Leeds	2	2	800	2			4	2	200
Lennox-Addington	2	2	800	2	1	250	3	3	300
Lincoln	3	5	2,000	3			4	2	200

(Table V continued on page 9)

Table VIDominion-Provincial Student-Aid Bursaries1945-1946

"The following is a summary of awards of Dominion-Provincial Student-Aid Bursaries made to date by the Committee of Award under the provisions of Section 11 (1) (a), (b) and (c) of the attached announcement. The maximum value of each Bursary is set forth in Section 5 (2) (a), (b) and (c), but the amount actually awarded in individual cases is determined by the Committee of Award on the basis of financial need as indicated in the application

Institution	Number of Awards	Amount
Ontario Agricultural College	1	\$ 300
Ontario Veterinary College	1	250
McMaster University	4	900
Queen's University	50	11,500
University of Western Ontario	30	6,750
University of Montreal	1	200
University of Ottawa	1	250
Laval University	1	200
University of Toronto	108	21,850
Ontario College of Education	6	1,150
Normal Schools	15	2,125
Ontario College of Art	2	550
Totals	220	\$46,025

Note re Schedule "H" (1945-46) of the
Ontario-Dominion Youth Training Agreement

"Under the provisions of this Schedule the Ontario Government provides \$100,000 and the Dominion Government \$60,000 to be used in aiding students of the required academic standing who because of financial reasons are unable to continue their education. The financial aid, however, available from the Dominion Government, is restricted to students in the second and succeeding years of University courses (with the exception of Theology) and to students enrolled in teacher-training institutions. In the circumstances, therefore, the funds for Grade XIII Scholarships and University (First Year) Scholarships are provided entirely by Ontario. The following schedule shows Ontario's and the Dominion's share of the cost of the programme. In the awards that come under the Agreement Ontario pays one-half of the amount and Ottawa one-half.

Class of Award	Amount	Ontario's Share	Dominion's Share
University (1st year)	\$57,000.00	\$57,000.00	----
Normal School	14,625.00	7,312.50	\$7,312.50
Grade XIII	16,800.00	16,800.00	----
Bursaries	46,025.00	23,012.50	23,012.50
Totals	\$134,450.00	\$104,125.00	\$30,325.00

"It will be observed that Ontario's share of the programme, \$104,125.00 is \$4,125.00 more than provided for in the vote. This additional amount is paid by using part of the funds which Ottawa paid to the Ontario Government last June as its share of the programme in 1944. This amount was \$31,974.00."¹

The chief objection that can be offered to the terms of these Dominion-Provincial scholarships and bursaries is that they unnecessarily humiliate the applicants by enforcing a declaration of poverty. There are, too, various provisions which in effect make the principals of secondary schools stoop to the work of spy and informer upon the parents and other relatives, in order to ascertain their economic status and to determine whether they are in a sufficiently reduced financial position to justify the aid. We suggest that these conditions have no place in a democracy and should be removed at once.

We note that a reasonable, not an excessive standard as is set in the University of Toronto, is employed in determining scholastic ability. This is to be heartily commended. While the amounts of the aid, varying from \$100 to \$400 a year according to the year, the institution selected, and whether the applicant is resident or non-resident of the town or city in which it is located, are insufficient to pay full expenses, yet the aid has been an immense boon to a considerable number of students. A move in the right direction would be the additional payment of all tuition fees by the Provincial Government - if they are not abolished altogether.

A few general considerations may be of value. The Dominion-Provincial scholarship arrangement distributes the opportunities throughout the province, effectually circumventing the high-pressure cramming machines which some city schools have developed among the staff.² While this scholarship scheme has somewhat altered the comparison for the better, it is still true that England is far ahead of Canada both in the number of students aided and the amount. In 1938 the comparative figures were:³

¹This information on Dominion-Provincial scholarships and bursaries was prepared for the writer by the Deputy Minister of Education for Ontario.

²See also, re the same problem in England, "Opportunity and the Older Universities", by David V. Glass and J. L. Gray in Lancelot Hogben, Political Arithmetic.

³Higher Education in Canada, 1936-38 (Dominion Bureau of Statistics).

Table VIIShowing English and Canadian Aid to Students1938

Country	Number of Students Aided	Amount of Aid
England	20,518	\$6,500,000
Canada	2,368	270,000

England, in fact, has always been far in advance of both the United States and Canada in this respect. By the Education Act of 1918 it was provided that:

"Adequate provision shall be made in order to secure that children and young persons shall not be debarred from receiving the benefits of any form of education by which they are capable of profiting, through inability to pay fees."¹

Two years later there were 2,193 students in the Faculty of Arts at the University of Toronto and only 48 scholarships, one only of which carried free tuition. On the English basis, where two-thirds of the aid is furnished by municipal authorities, over 500 students would have been provided for by scholarships. Relative to the great need, and considering the huge increase in enrolment, the comparison has not been appreciably altered in our favour by the recent Dominion-Provincial scholarship arrangement.

We close this section with the opinions of two noted Canadian educationists. Walter James Brown, Executive Secretary of the University of Western Ontario, writes:

"Every boy and girl growing up under our modern conceptions of human rights should have the best education of which he or she is capable of acquiring. The greatest possible facilities should be made accessible and no student should be denied the right to attend an educational institution because of economic strictures. In other words all education should be free to the public or made available through some process so that the gifted boy or girl shall have the greatest possible opportunities for development."²

Principal R. C. Wallace of Queen's University makes a very similar comment:

"On the particular matter of the assistance to able students, my feeling is very definite that it is an economic loss not to give young men and women the opportunity to develop the particular talents that they may have,

¹See The Need for Scholarships, University of Toronto Press, 1921-22.

²Letter to the writer, December 29, 1945.

irrespective of their financial status. In particular, the rural student should be given the opportunity. The percentage of rural students - actually from the farms - has gone down already in the universities in the last fifteen years. That has been due in the main to financial inability. We will continue to need in all fields of human activity those who have the steadiness and independence of thinking which we are accustomed to look for in rural young people. The Government has made a good beginning. It should be encouraged to go on."¹

CHAPTER IV

Equality of Opportunity - a Survey

Half a century ago when Lord Passfield, the former Sidney Webb, was engaged in the formidable project of instituting a minimum of state elementary education in London, England, he was challenged by a survival of an earlier epoch, who questioned the need by stating that we had to have ditch-diggers and they did not need education. Webb, who very seldom lost his temper in any circumstances, could hardly restrain his anger. "I did not think", he replied, "that there were still people who believed that God made some men to be hewers of wood and drawers of water for others, and that as such they were foreordained to be precluded from the advantages of education." The rebuke was sufficient to silence opposition.

But while we have made great progress since that day in providing free elementary and, to a large extent, secondary education for all, and without discrimination except that inherent in economic status, we have of late years become progressively worse in equality of opportunity in higher education.

To obtain accurate statistics of the problem a questionnaire was sent to nine Toronto secondary schools, chosen with a view to the comparisons and deductions that might be drawn therefrom. Grades XI, XII and XIII were selected as the basis of the survey, for by the third year of the secondary school the students have reached an age when they and their parents are devoting some thought to their future. While the ballot used in each school was left to the teacher in charge, the following, simplified from the questionnaire, was used in one of the colleges and is typical. The returns from the nine schools are appended.

Sample Ballot Used in Schools

Read in full before making any decision

Please be quite candid and honest in your answer. Do not sign your name or place any identifying mark on the ballot.

This information is to be supplied to the Royal Commission on Education.

Check the one question which applies in your case.

- | | |
|---|--------|
| | Check |
| (1) Have you definite plans for attending University? | () |
| (2) Are you prevented from making such plans by the high cost of University education or by the need to obtain more immediate employment? | () |
| (3) Have you no desire or intention of attending University? | () |

¹Letter to the writer, January 2, 1946.

Table VIII - Eastern High School of Commerce, Toronto

Grade	(1) Total Number of Pupils	(2) Number Who Expect to Attend a University	(3) Number who are prevented from attending by the expense or the need to obtain more immediate employment.	(4) Number who have no desire or intention of attending.	(5) Number who attended a Commercial or Technical School to obtain employ- ment, but in other circumstances would have attended a Collegiate with a view to University Training.
Eleven (3rd yr.)	180	11	63	88	56
Twelve (4th yr.)	125	7	37	51	52
Thirteen (5th yr.)	9	0	4	3	3
Totals	314	18	104	142	111

Table IX - Central Technical School, Toronto

Grade	(1)	(2)	(3)	(4)	(5)
Eleven (3rd yr.)	69	19	19	27	17
Twelve (4th yr.)	73	24	20	22	10
Thirteen (5th yr.)	40	13	27	2	0
Totals	182	56	66	51	27

Table X - Northern Vocational School, Toronto

Grade	(1)	(2)	(3)	(4)	(5)
Eleven (3rd yr.)	296	85	33	53	25
Twelve (4th yr.)	182	31	26	83	32
Thirteen (5th yr.)	77	46	11	18	2
Totals	555	162	70	154	59

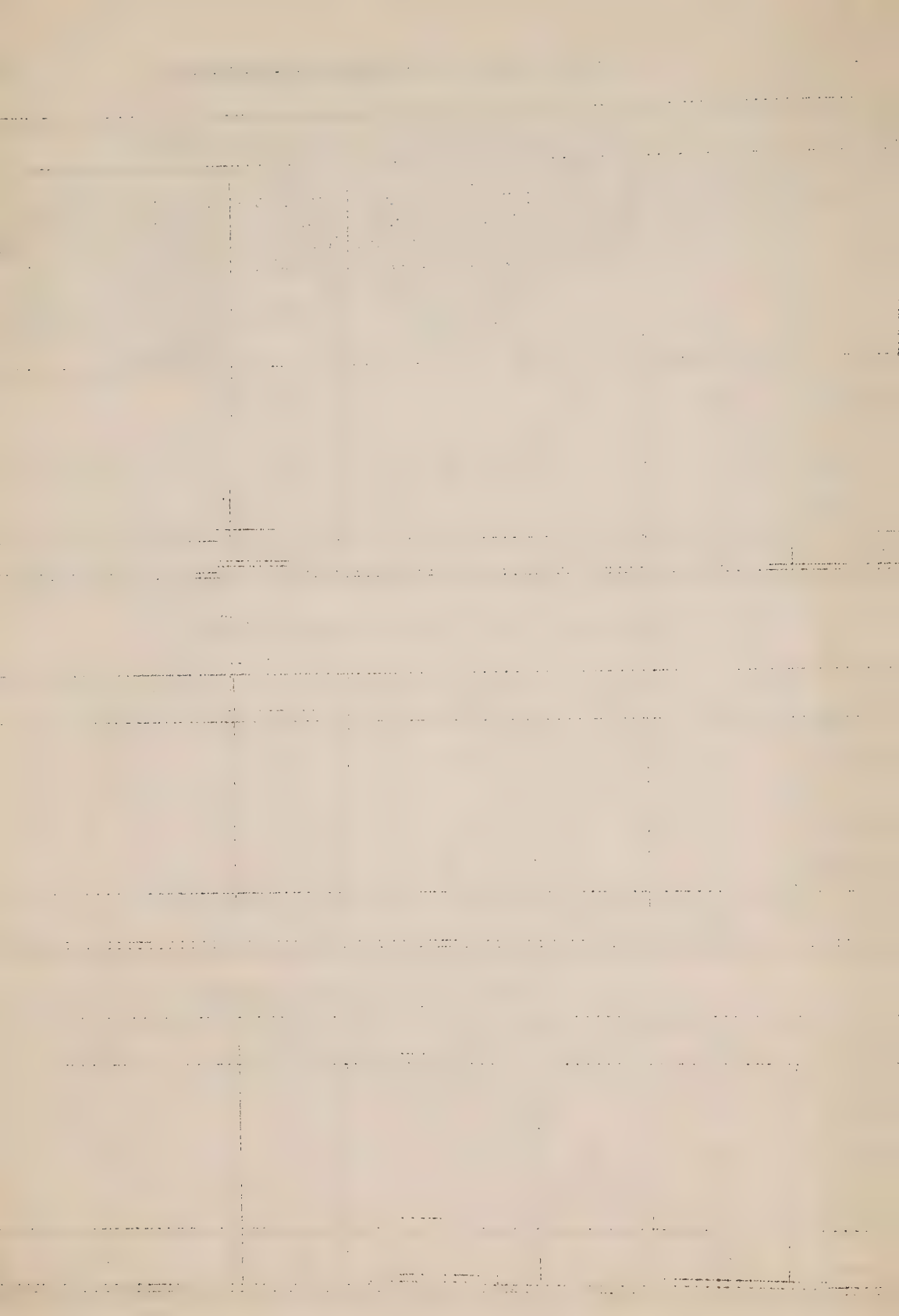


Table XI - Jarvis Collegiate Institute, Toronto

Grade	(1) Total Number of Pupils	(2) Number Who Expect to Attend a University	(3) Number who are prevented from attending by the expense or the need to obtain more immediate employment.	(4) Number who have no desire or intention of attending.
Eleven (3rd yr.)	157	91	35	31
Twelve (4th yr.)	166	97	45	24
Thirteen (5th yr.)	135	92	25	18
Totals	458	280	105	73

Table XII - Harbord Collegiate Institute, Toronto

Grade	(1)	(2)	(3)	(4)
Eleven (3rd yr.)	203	144	47	12
Twelve (4th yr.)	164	127	25	12
Thirteen (5th yr.)	148	121	22	5
Totals	515	392	94	29

Table XIII - Lawrence Park Collegiate Institute, Toronto

Grade	(1)	(2)	(3)	(4)
Eleven (3rd yr.)	263	172	55	32
Twelve (4th yr.)	222	165	40	34
Thirteen (5th yr.)	228	162	46	29
Totals	713	499	141	95

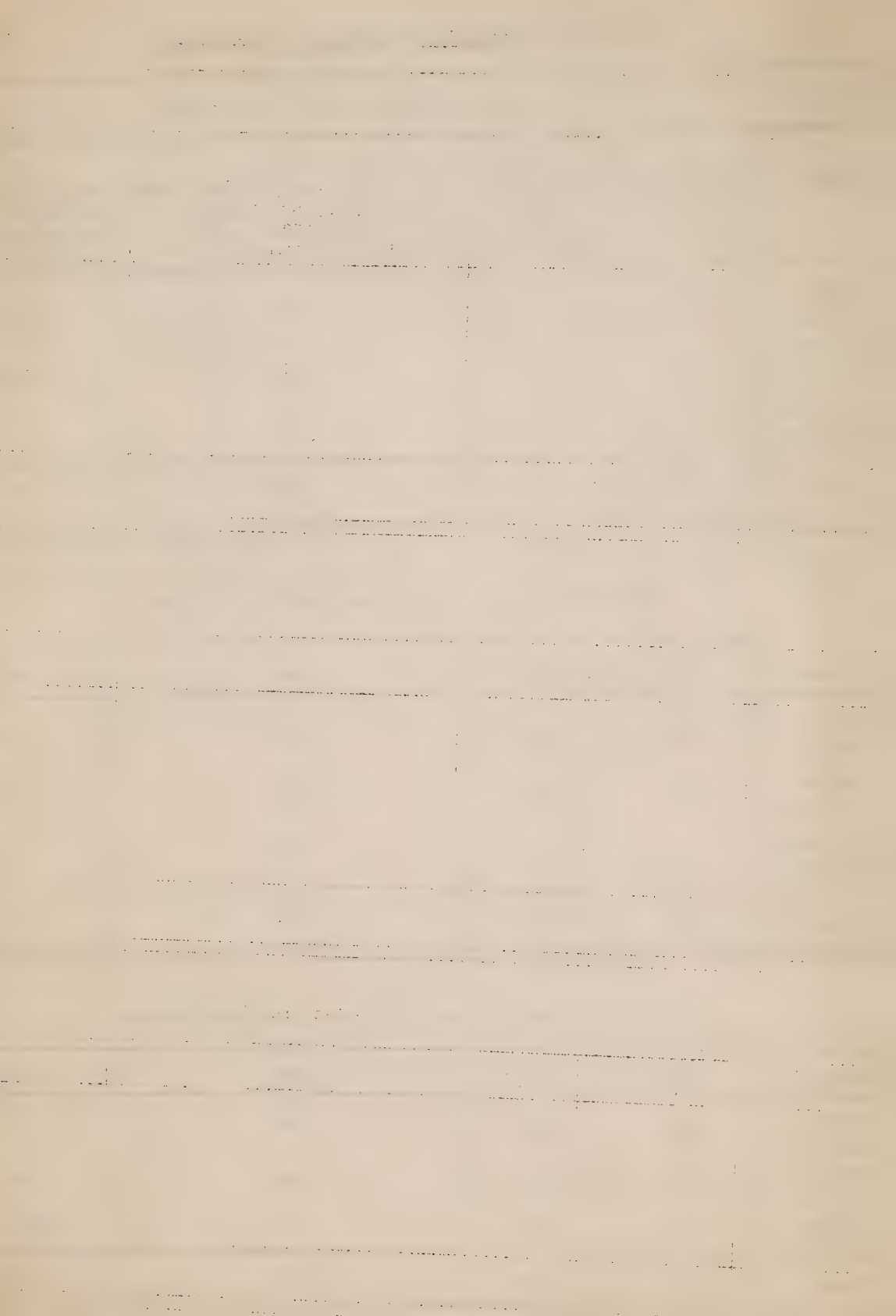


Table XIV - Upper Canada College, Toronto

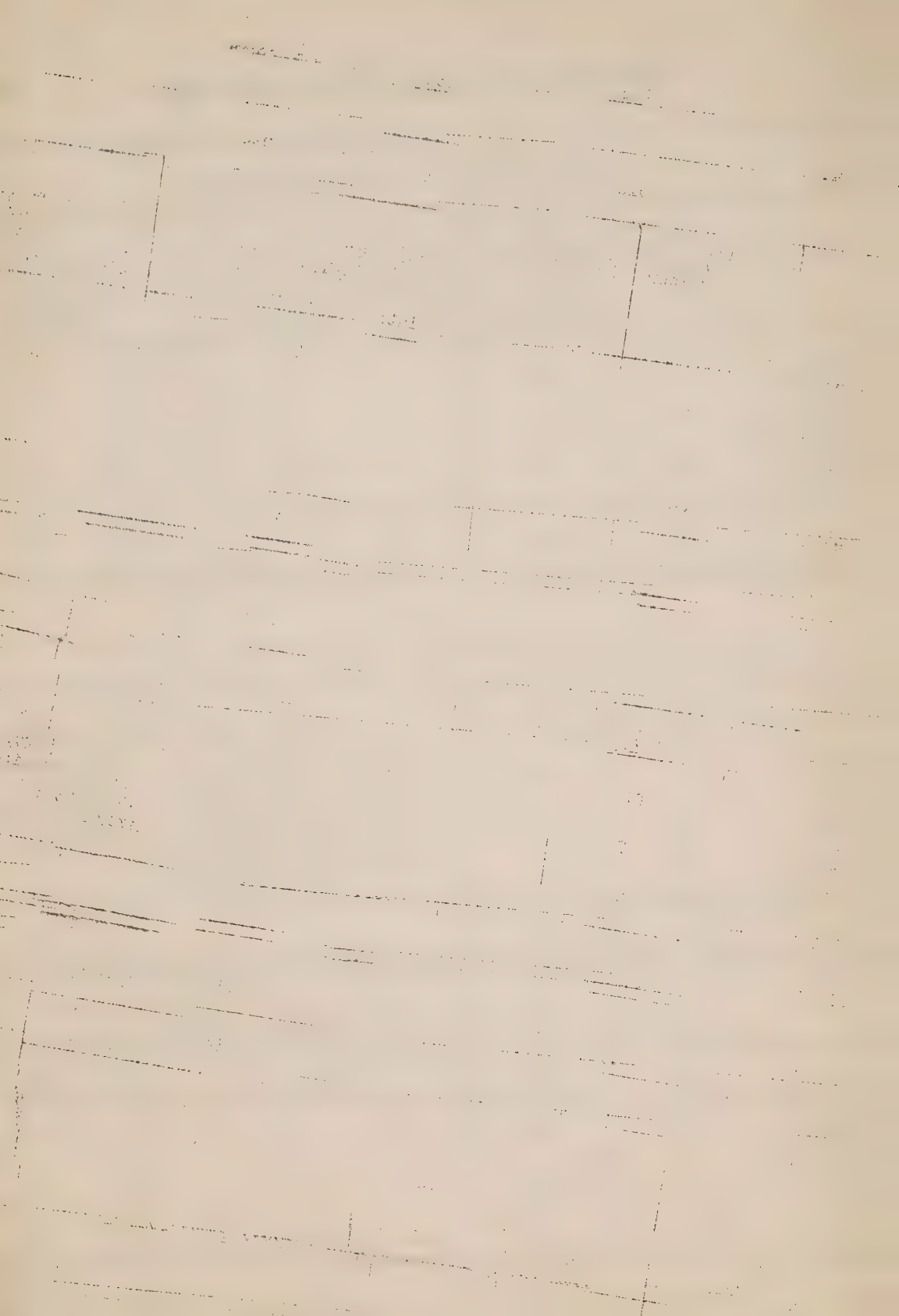
Grade	(1) Total Number of Pupils	(2) Number Who Expect to Attend a University	(3) Number who are prevented from attending by the expense or the need to obtain more immediate employment.	(4) Number who have no desire or intention of attending.
Eleven (3rd yr.)	79	72	1	6
Twelve (4th yr.)	83	77	3	3
Thirteen (5th yr.)	50	46	2	2
Totals	212	195	6	11

Table XV - Havergal College, Toronto

Grade	(1)	(2)	(3)	(4)
Eleven (3rd yr.)	67	44	Several writing for University Scholarships, hoping to lessen expense of University training. None in such need that they cannot attend the University.	Others deciding to take: Nurses' Training Business Courses Music Courses
Twelve (4th yr.)	87	63		
Thirteen (5th yr.)	68	46		
Totals	222	153	0	69

Table XVI - University of Toronto Schools, Toronto

Grade	(1)	(2)	(3)	(4)
Eleven (3rd yr.)	74	74	0	0
Twelve (4th yr.)	78	78	0	0
Thirteen (5th yr.)	90	90	0	0
Totals	242	242	0	0



CHAPTER V

Results: Economic Status and Higher Education

In conducting the foregoing survey of nine Toronto secondary schools the writer is indebted to the following teachers who have co-operated in obtaining the statistics:

I Vocational Schools:

- (1) Easton High School of Commerce - Elizabeth Pirie; F.D.R. Waugh, B.A., B.Paed.
- (2) Central Technical School - T.L.D. Kinton, M.A.; L.J. Henry, M.A., D.Paed.
- (3) Northern Vocational School - H.L. Gassard, B.Com., B.Paed.

II Collegiate Institutes:

- (1) Jarvis Collegiate - G. Allen, B.A., B.Paed.
- (2) Harbord Collegiate - Mary Campbell, M.A.
- (3) Lawrence Park Collegiate - H.G. Crozier, M.A.

III Private Schools:

- (1) University of Toronto Schools - E.J. Collins, B.A.
- (2) Upper Canada College - John Davidson, M.A.
- (3) Havergal College - Principal (Miss) G.E. Millard

These teachers are either vocational advisers in their respective schools or otherwise specially qualified for making the survey.

It is not suggested that this survey, based as it is on hopes and fears of human beings who are not adults, is in any sense completely accurate. There is no method by which it could be. A number of logical inferences and deductions may be drawn from the statistics, but some explanation of the schools selected for the survey is necessary first. Three of each type were chosen to enable comparison with one another and with the other types. Care was taken to make them representative of various sections of the city, so that the economic status of the students would reflect itself in the statistics.

The Eastern High School of Commerce draws its students largely from the middle and lower economic groups, and certainly not from homes in the higher-income bracket. The Central Technical School is in general similar, with some attendance from more prosperous parts of the city in special courses. The Northern Vocational School draws its students from the more well-to-do section of the city. In general the commercial students of all three schools are obtaining employment at graduation or before, while a varying number of the technical graduates hope to attend college.

Of the Collegiates, Jarvis and Harbord draw students from both the depressed and fairly prosperous areas, with any emphasis probably on the former. They have, too, large numbers of students of non-Anglo-Saxon birth. Lawrence Park Collegiate, on the other hand, is located in the more exclusive northern residential region, where families well-to-do, if not wealthy, predominate.

The private secondary schools selected are among the best known in Canada. Upper Canada College and Havergal College are residential schools with a long tradition of social exclusiveness behind them, and, as their fees and expenses are high, very few attend them whose parents are not financially comfortable, if not distinctly opulent. University of Toronto Schools is of another type. While the tuition fees are twice what one paid in Arts in the University of Toronto twenty-five years ago, they are yet very low in comparison with the expenses of the residential private schools.¹ The students at University Schools, too, vary considerably from those in other private schools, both in general academic ability and in the status of the homes from which they come. As stiff examinations and other tests precede admission, and as only one in four who apply is accepted, it obviously follows that the standard of University Schools is among the highest in Canada; and the record in scholarship and other achievement would suggest that this school is actually the highest. In general, consequently, the personnel of the school is less a reflection of wealth than of ability; and the homes from which they come, while frequently in the higher income group, are more largely those of the professional and business classes who seek for their children the best in secondary education even at a sacrifice.

The deductions from the statistics follow:

- (1) That a very large proportion, over 50 per cent, of the students in Eastern Commerce indicated a desire for higher education, but that only 1 in 10 had the opportunity. Almost 40 per cent said they would have gone to a Collegiate if it had not been for the pressure to secure employment.
- (2) That in Central Technical School more hoped to attend university and less were prevented by financial reasons. The number who graduate from this school, however, is proportionately lower than most others, but of those who complete the course most are satisfied that it is meeting their need better than that of the collegiate.
- (3) That in Northern Vocational many more expected to attend university, an obvious reflection of their parents' better financial position. For the same reason a far greater proportion complete the course than in the Central Technical School.
- (4) In Jarvis and Harbord Collegiates 199 said they were precluded from higher education by the cost, while only 102 out of 973 were uninterested.
- (5) Lawrence Park Collegiate, located in a more well-to-do district, had yet proportionately more uninterested in higher education, indicating that means do not necessarily imply interest. Slightly less were precluded by the cost than in the other two collegiates.
- (6) While 3 per cent in Upper Canada College said they were precluded from higher education by the cost, none whatever fall into that category in Havergal and University of Toronto Schools, though in Havergal 69 girls preferred nursing, business, or music, and their parents have the means to give them the choice.

¹In U.T.S. the fees are \$75 a year; in Havergal, for day pupils, they run from \$112 (kindergarten) to \$212, and for boarders \$712 to \$812; while at U.C.C. they are from \$260 to \$300 for day boys and from \$750 to \$850 for boarders.

Summarized in terms of percentages, the following table indicates the relation among the personnel of the schools:¹

Table XVII

Showing the Percentage Relation of
the Personnel of Schools to Higher Education

School	Probable Attendance at University	Uninterested in Higher Education	Precluded by Cost or Economic Status	Additional Precluded by Lack of Choice	Total Precluded
(Eastern Commerce	6	45	39	10	49
(Central Technical	31	28	38	3	41
(Northern Vocational	29	48	16	7	23
(Jarvis Collegiate	61	16	23	--	23
(Harbord Collegiate	76	6	18	--	18
(Lawrence Park	67	13	20	--	20
(Upper Canada	92	5	3	--	3
(Havergal	69	31	0	--	0
(University Schools	100	0	0	--	0

It is apparent, consequently, that higher education is largely a matter of finance, from one-fifth to one-half in our public secondary schools being precluded by the excessive cost or their own economic status. The truth is, as Sir Richard Livingstone says, that while the wealthy can, without strain, give their children not only the necessities of a good life but the superfluities of a luxurious one;² that those in the middle income class impoverish themselves by attempting to provide the good life; and that the poor are entirely precluded from it without state aid. If from 600 to 800 in six city schools alone are prevented from attending university by the cost, we leave it to your imagination what the total is for the entire Province of Ontario, in most of which it costs more than twice as much to provide the opportunity. "Democracy, when adopted by our fathers," says the narrator of one of the age's most noble achievements, "was a desperate experiment; today the whole world is engaged in a struggle to determine whether that struggle shall succeed."³ And as the great President of the Republic where that experiment is succeeding has said, "The test of our progress is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have little."⁴

¹Due allowance is made for some who did not choose to sign - who, as one of the teachers observed, come to school merely from force of habit, aversion to change, or to keep warm and comfortable! It is apparent, too, that those who "expect" to attend university vary all the way from "possible" to "certain".

²Education for a World Adrift, page 3.

³J. W. Wise, The Springfield Plan, page 124.

⁴President Franklin D. Roosevelt, Inaugural Address, January 20, 1937.

CHAPTER VI

How Great Is Our Loss?

The problem is obviously not solved by statistics showing beyond a doubt that innumerable boys and girls are interested in higher education but are precluded from it by their economic status; for, of course, many who are interested have not the ability, and some with the ability are uninterested. We have, consequently, devoted extensive research to the circumstances and conditions surrounding the entire problem, and have made every effort to discover the proportions in each significant category and why they are there.

The Harvard Committee, the result of whose labours - General Education in a Free Society - is perhaps the most outstanding work on education, found that from 6 to 9 of every hundred children are good college material but do not attend, investigated the reasons, for the number equalled the entire college population in the United States. Their conclusion was that approximately half were precluded entirely by financial reasons, and the rest did not desire to proceed further. Of the latter half, however, it was apparent that hostile surroundings and other environmental conditions were in large measure responsible for their apathy and lack of ambition, so economic status had a great deal to do with this portion as well as being the controlling motive in the other half. This is further substantiated by an investigation by three experts.¹ They also find that at least 100,000 boys and girls of college calibre are annually precluded by poverty from obtaining advanced education, and that innumerable others of average ability would benefit much more from it than do many of those who have the opportunity merely because their parents possess wealth. The same reason of poverty was found to prevent between 200,000 and 300,000 annually from even completing high school, with a resulting incalculable waste to society as a whole. These experts drew the inevitable conclusion that our present system of private schools for the rich, public academic high schools for the middle financial group, and vocational schools for the relatively poor can lay no claim to being democratic education but is merely class education conducive to, if not designed for, the perpetuation of a class system based on material possessions.

The results of a careful study made in England² bear out almost exactly the inferences we have drawn from conditions in the secondary schools of Toronto. The people of typical communities were divided into three groups according to their finances: (a) upper, (b) middle, and (c) lower.

It was found that (a), the upper financial group, sent practically all their children through High School, either public or private, and about 90% of their children to university.

The middle group, (b), sent 60% of their children to High School and 15% to university.

The lower financial group, (c), sent 30% of their children to High School and 5% to college.

¹See Who Shall Be Educated?, a recent study by W. Lloyd Warner, Robert J. Havighurst, and Martin B. Loeb.

²See General Education in a Free Society (The Report of the Harvard Committee, 1945, with an Introduction by James Bryant Conant), pages 86-7.

But this was not all. The upper financial group were found to produce only 8% of the community's children, the middle group approximately 32%, and the lower group 60%. In other words:

- (1) Nine-tenths of the 8% from well-to-do families attend college;
- (2) One-seventh of the 32% from the middle group attend college; and
- (3) One-twentieth of the 60% from the lower category attend college.

It was found further that while the well-to-do had not the slightest difficulty in sending their children to university in a most luxurious fashion, yet free tuition or scholarships or part-time employment were essential to enable the middle group to consider a college education for their children, and the lowest group, able to provide High School education only at great sacrifice, were almost entirely precluded from university education. The wealthy, who have neither need nor desire to try out the virtues of it, have sometimes proclaimed the great advantages of working your way through college. This, even assuming the truth of it, is almost impossible under present conditions. Our own son worked last summer through the tobacco-picking season, exceedingly arduous work for which he received \$8 a day and board; but even then his receipts were found sufficient to pay fees and expenses for the first term only of the ensuing college year.

The mental qualifications and general ability of children must also be considered. From 17% to 25% of all children, the group with an Intelligence Quotient of 110 and above, are generally considered by varying tests as qualified for advanced training. A study made in Pennsylvania in 1936 provides statistics on this point.¹ The survey showed that 57% of those whose families' means were above the average went to college, but that only 13% attended from the below-the-average group. It was found that 11% of the total age group investigated had an I.Q. of 110 or above, so that the 13% from the below-the-average financial group represented only $1\frac{1}{2}\%$ of the total boys and girls, the remaining $9\frac{1}{2}\%$ of college calibre being precluded from attendance by financial conditions.

Another survey, in which the qualifications were made somewhat higher, corroborates the general conclusions of human wastage. This investigator found that the highest 10% of High School graduates had an I.Q. of 116 or over, but that 63% of these were from families in receipt of under \$3,000 annual income and did not attend college. In other words 6% of the total age group had exceptional ability but lost the opportunity to attend college for reasons largely financial.²

By careful research into Canadian statistics it has been possible to translate these percentages into a more personal basis for your consideration. Taking the age group of university attendance as 17-21, and using for comparative purposes the average attendance at institutions of higher learning in the last two pre-war years, 1938 and 1939, the following table illustrates our loss in number of students.

¹Harlan Updegraff, Inventory of Youth in Pennsylvania.

²See Helen B. Goetsch, Parental Income and College Opportunities, No. 795 of Contributions to Education, Teachers' College, Columbia University, 1940.

Table XVIIIIndicating Numbers of Students Precludedby Economic Status

<u>Population of Canada - Ages 17 to 21</u>	1,060,000
<u>Average Attendance - Higher Education - 1938-1939</u>	22,321
<u>Students of Ability Precluded</u>	
(1) On 6% basis	63,600
(2) On $9\frac{1}{2}\%$ basis	100,700
(3) On $7\frac{3}{4}\%$ basis (Average (1) and (2))	82,150
<u>Students Precluded - Ontario only</u>	
(1) On 6% basis	21,000
(2) On $9\frac{1}{2}\%$ basis	33,000
(3) On $7\frac{3}{4}\%$ basis (Average (1) and (2))	27,000

It is apparent from these official statistics¹ that more students of exceptional ability are precluded annually in Ontario alone than are actually in attendance at institutions of higher learning throughout Canada. We have given you the statistical loss, but the social loss to the nation cannot be estimated. On behalf of the vast number of boys and girls who are prevented from developing their talents, we ask you to recommend to the Prime Minister, who has recently stated that he will implement your recommendations, that the only possible principle in a true democracy is Free Education to the Limit of Ability. This is the conclusion of the most recent and most notable investigations into educational policy in the United States.

"The primary concern of American education today," says the Harvard Committee, "is not the development of the appreciation of the 'good life' in young gentlemen born to the purple. It is the infusion of the liberal and humane tradition into our entire educational system. Our purpose is to cultivate in the largest possible number of our future citizens an appreciation of both the responsibilities and the benefits which come to them because they are Americans and are free."²

Can we in Canada do less?

¹The Bureau of Statistics is the general source, but the compilations from available information are the writer's. The attendance for 1938 and 1939 is given in Higher Education in Canada, 1938-40, page 19.

²General Education in a Free Society, pages XIV, XV.

CHAPTER VII

Higher Education in Soviet Russia

Sir Richard Livingstone gives the Russian Revolution as an example of the recent trend towards government of the people by the people.¹ Certain it is that the system of education in the Soviet Union since the Revolution is the most truly democratic in the world, and we outline it here to indicate what can be accomplished by human beings who have the ambition to move forward and the perseverance to surmount all obstacles.

In the days of the Czars literacy among the people of Russia was as low as 4 per cent of the population in remote districts. Taking the nation as a whole, only 47 of every 1000 people attended school. In general four-fifths of the people were precluded from even the most elementary educational opportunities. But by Article 121 of the Constitution adopted after the revolution, "All citizens have the right to Education."²

A comparison of higher education in Russia before and after the Revolution of 1917 is highly illuminating. In 1914-15, when there were eight universities in Russia, the students in them were classified as follows:

Table XIX

Illustrating Attendance at Universities in Russia, 1914-15

Children of the nobility and high officials	38.3 per cent
Children of the middle class	24.4 per cent
Children of rich peasant-farmers	14.0 per cent
Children of tradesmen	11.4 per cent
Children of the clergy	7.4 per cent
Unclassified	4.5 per cent

Most of the population was entirely precluded by the high cost, and no manual workers were in attendance. But in 1938 manual and office workers and peasants comprised 97 per cent of the total attendance. All types of educational institutions were then financed by the State, and higher educational institutions had increased from 91 to 782 in twenty years. The facilities were available to all who could qualify for the training. Women formed 43 per cent of all students in universities in 1938, while in pre-Revolution days they were but 15 per cent.

¹Sir Richard Livingstone, Education for a World Adrift, page 2. Prime Minister Drew, as Minister of Education, recently distributed 23,000 copies free to the teachers of Ontario.

²It is worth notice in passing that an effort by Molotov to have this adopted at San Francisco as a world-wide aim was rejected by the British delegates on the ground that it was better not to have too many general principles, and by the American representatives for fear it would have to be applied to Negroes in the Southern States! (See Life, May 14, 1945.)

All Soviet institutes and universities have three years of general training and then two years of specialization. All who graduate are guaranteed employment. There is compulsory practical training in the place best suited to the specialty. Those who aim to be university teachers attend post-graduate courses; they are exempt from all fees and are granted state allowances. In 1940-41 there were 12,266 of these, and after defending a thesis they have the degree of Candidate of Science conferred upon them.

A comparison of higher educational facilities in 1917 with those in 1940 illustrates the achievement since the Revolution:

Table XX

Higher Education in Russia, 1917 and 1940

Types of Higher Education	1917	1940
Universities and Single-Faculty Institutes for the Arts	45	398
Medical Institutes	9	78
Agricultural Institutes	10	86
Technical and Transport Institutes	14	152
Economic Institutes	6	43
Art Institutes	7	25
Totals	91	782

The recent war seriously interrupted the Soviet schedule for higher education, for hundreds of institutes or universities had to be destroyed or evacuated when the German armies invaded the richest part of the nation. The following table¹ shows the progress in rehabilitation:

Table XXI

Showing the Progress of University Rehabilitation in Russia

Year	Number of Universities	Number of Students
1940-41	782	564,573
1941-42	503	312,868
1942-43	460	227,445
1943-44	515	320,780
1945-46	772	560,000

¹See Information Bulletin, Embassy of U.S.S.R., Washington, D.C., December 27, 1945.

In 1939, just prior to the war, - 47,400,000 Russians, or 1 in 4 of the population, were attending schools of one type or another. Of all secondary pupils 90 per cent were attending on State bursaries. In the years 1946-50 it is expected that 100,000 specialists will graduate from the colleges annually. The objective for 1950 is 195,000 students matriculating in colleges and universities, and 150,000 specialists.

Recently there has been a change of policy in the matter of fees in universities, for all are not now automatically exempt from fees. The change is based on the following important considerations:

- (1) That since the Revolution of 1917 the whole basis of education and culture has been altered, and that it is now so broad as to include all workers capable of absorbing higher education.
- (2) That higher education will be the more appreciated if it is not too easily obtained.
- (3) That the living standards and general economic status of those classes of the population that were suppressed and exploited under the Czars have now been so raised that most people can afford to pay fees.

That the change has made no appreciable change in the earlier policy of state aid to the deserving is apparent from these exceptions:

- (1) All war invalids have all fees and expenses paid by the state.
- (2) All children whose parents were killed in action or during the German occupation are similarly provided for.
- (3) The fees and lodging expenses are paid for all those whose grades in their college work are above the average.

These common sense provisions indicate a farsighted plan that rewards merit and makes it hard for those to continue who are neglecting their opportunities or have reached the limit of their ability to absorb. At the same time the living standards of all students have been raised by state aid.¹

CHAPTER VIII

The Need for University Graduates

From the latest information supplied by the Dominion Bureau of Statistics we have a means of gauging the demand for highly trained men and women in Canada. On the average about 7000 receive degrees and diplomas in Canada each year. This total represents 4.6 per cent of the male population of that age group and 1.8 per cent of the female population in the same category.

¹Varying points of view on Soviet achievements are found in (1) Albert P. Pinkevitch, The New Education in the Soviet Republic; (2) Arthur Koestler, The Yogi and the Commissar; (3) The World Association for Adult Education Bulletin, Second Series, No. XXIII, pages 18-27; (4) Margaret Cole (Ed.), Our Soviet Ally; (5) "Remaking the Russian Mind" and "To Overtake and Surpass America", by George S. Counts in Asia, October and November 1945; and (6) The various publications of the Very Reverend Hewlett Johnson, Dean of Canterbury.

Many of our best students leave Canada at graduation or before, some to take post-graduate work but others, probably larger in number, to work and live elsewhere. In 1939 a total of 2,450 Canadian students were in the United States; in fact, statistics show that 1,044,199 Canadians are at present residents of the United States, including many graduates who believe the opportunities there are more attractive.¹

The general educational level of Canadians is steadily rising, as is apparent from a sampling of the years of schooling received by various age groups. As the standard rises, a nation's people expect more in health and social services, and this, together with an obvious world trend towards collectivism, is certain to increase the demand for graduates in medicine, dentistry, and social service. While our professions tend to exert monopolistic pressure to restrict the number of entrants, this policy is very much opposed to the public interest in a day of such expansion.

In Canada the annual average number of graduates of medical colleges is 580 men and 30 women. In large cities there are from 552 to 908 persons for every doctor, while in the rest of the country the ratio is one doctor to from 941 to 1,840 inhabitants. In the dental profession the ratio varies in cities from 1 to 782 in Ontario to 1 to 2,531 in Quebec; while in rural districts it runs from 1 to 2,182 in Ontario to 1 to 4,745 in Quebec. It is well-known that a large part of our population are in need of medical and dental services but for one reason or another, and particularly because of the high cost, do not receive them. There is room, consequently, for a great extension of such services, particularly with a distinct trend towards state medicine. Medical and dental nurses will similarly be in demand as the great need for hospitals and clinics is met. The current trend is similarly towards a great extension in social service work, dietetics, and occupational therapy, and the future should consequently be bright for graduates in these departments.

The liberal arts course, the hub of every university, is limited only by the accommodations and the numbers who qualify for admission, for such higher education is an end in itself - the true education for life. Closely related are teachers' and librarians' courses, for these careers, while no less professional, are much less technical than the other professions. With ever-increasing educational and recreational facilities and the lowering of the pupil-teacher ratio, more and more teachers will be needed. There must, too, be a phenomenal development in libraries if we are to approach the progress already made by co-operative and collectivist nations. Upon the whole, consequently, statistics and trends unite to open the way for tens of thousands of careers in the learned professions when the base of higher education is broadened by increasing opportunity and making our democracy real and vital.

¹Supply and Demand in the Professions of Canada, 1945. Professor J. B. Brebner of Columbia University, one of those who left Canada, says in his Scholarship for Canada that "Canada needs to detect, train, encourage, and retain every scholar she can find, for they will constitute the principal group who will keep Canada up with a rapidly changing world."

CHAPTER IXTrends in Student Personnel

An examination of all available statistics indicates several definite trends in the student personnel in the field of higher education. The Dominion Bureau of Statistics makes the following statement after careful study:

"With agricultural conditions as they have been in recent years, only a smaller proportion of rural young people has been able to go to university."¹

To illustrate the economic reason given, the following statistics for Arts students are given and we have supplemented them by the most recent as provided by the universities:

Table XXIIStudent Expenses in the Faculty of Arts, 1928-1946

University	Year	Tuition Fees	Board and Lodging	Supplemental Expenses	Total
Queen's	1928-29	\$70	\$225	\$150	\$445
Toronto	1928-29	75	300	190	565
Queen's	1938-39	125	195	162	480
Toronto	1938-39	125	255	190	570
Queen's	1945-46	150	275	215	640
Toronto	1945-46	150	340	245	735

The rise, even with a lowering of the cost of board and lodging after the Great Depression, has been consistent, and the effect has obviously been to make higher education more and more a privilege of wealth. In the professional courses, as the Bureau of Statistics points out, the trend is the same and the fees very much higher.

Letters to the writer from Principal R. C. Wallace of Queen's University² point out that on the basis of total first year registration at the University, in 1919-20 the sons and daughters of farmers were 21 per cent of the total, while in 1945-46 only 7 per cent are in that category. "These figures speak for themselves", observes the Principal, and he deplores the tendency the more in that many of our most independent thinkers and national leaders have formerly come from the class that is now so largely precluded from higher education. The following statistics indicate the same trend at the University of Toronto:³

¹In this chapter the statistics used, unless otherwise credited, come from Higher Education in Canada, issued for 1936-38, 1938-40 and 1940-42.

²January 2 and 18, 1946.

³Statistics obtained from the Bursar.

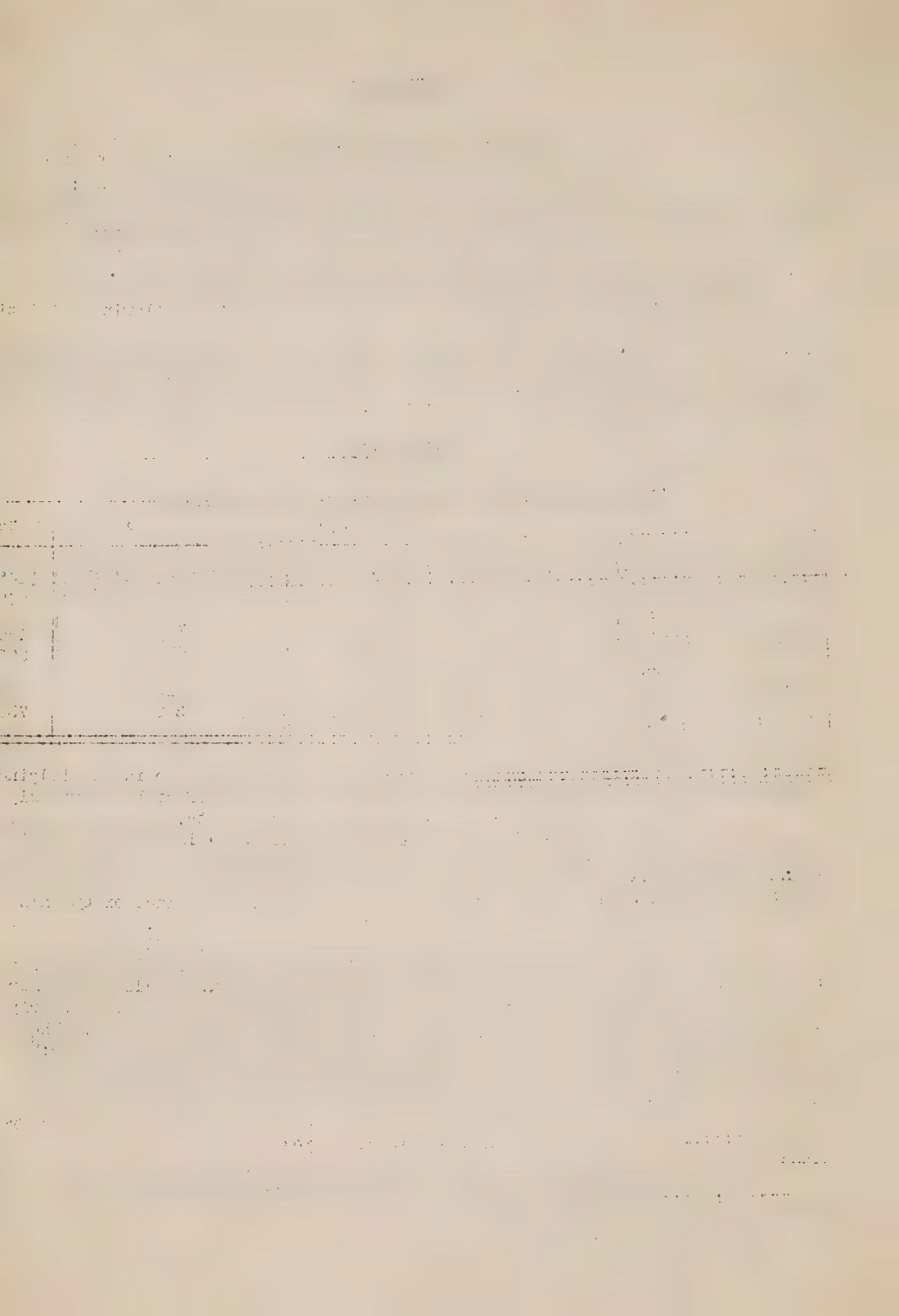


Table XXIIIShowing Trend in Student Personnel from Rural to UrbanUniversity of Toronto, 1907-1945

Year	Faculty	From Toronto	From Rest of Ontario
1907-08	Arts	640	934
1907-08	Medicine	174	471
1907-08	Applied Science	204	417
1907-08	The three faculties	<u>1018</u>	<u>1822</u>
1941-42	All faculties	3660	2647
1941-42	Arts	1837	1219
1944-45	All faculties	3531	2480

It is apparent, consequently, that the University of Toronto is increasingly serving Toronto, and decreasingly serving the rest of the province, the proportions being completely reversed in a generation.

A letter to the author from E. J. Bengough, Registrar of McMaster University,¹ states that the percentage of enrolment from Hamilton in the past twelve years has gradually declined from 50 per cent to 44 per cent. This trend, which looks like a fortunate one, may be explained, however, by other considerations. In the first place the city is smaller, secondly, many of its residents attend the University of Toronto, and thirdly, it draws many students from urban centres like Niagara Falls, Welland, Brantford, St. Catharines, and Toronto. The purely rural enrolment, consequently, has probably decreased as elsewhere.

Besides the loss of students of a sturdy and independent spirit, there are other unfortunate results of the trend towards the urbanization of the Universities. Comparatively few doctors now come from the rural districts, for example, and as those graduates most likely to go there have been bred there, the supply of rural doctors is seriously depleted.

The social loss from financial inability to attend university shows itself in a variety of ways, but the most important of all arises from the fact that, at most, only one-third of the "geniuses" or students of exceptional intelligence come from families which do not need financial assistance for higher education.² Except, consequently, for the comparatively few aided by scholarships, these bright people whom we can ill afford to lose are precluded from higher education.

¹January 23, 1946.

²See "Ability and Opportunity in English Education", by J. L. Gray and Pearl Moshinsky, in Hogben, Political Arithmetic. One in 1000 is the proportion of "geniuses" among our youth.

1. The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β .

2. In the second part, we consider the case of the existence of solutions for the system of equations (1) for arbitrary values of the parameters α and β .

3. In the third part, we consider the case of the existence of solutions for the system of equations (1) for arbitrary values of the parameters α and β .

4. In the fourth part, we consider the case of the existence of solutions for the system of equations (1) for arbitrary values of the parameters α and β .

5. In the fifth part, we consider the case of the existence of solutions for the system of equations (1) for arbitrary values of the parameters α and β .

6. In the sixth part, we consider the case of the existence of solutions for the system of equations (1) for arbitrary values of the parameters α and β .

7. In the seventh part, we consider the case of the existence of solutions for the system of equations (1) for arbitrary values of the parameters α and β .

8. In the eighth part, we consider the case of the existence of solutions for the system of equations (1) for arbitrary values of the parameters α and β .

9. In the ninth part, we consider the case of the existence of solutions for the system of equations (1) for arbitrary values of the parameters α and β .

"It costs as much to raise two children with university education as three without", says the Bureau of Statistics, and then the statements are made that only 1 per 300 of matriculation-age receives a scholarship or bursary, only 1 per 100 of matriculants, and but 1 in 7 or 8 of those who attend university.¹ It is once more obvious, therefore, from the statistics in this chapter, that innumerable students of ability are precluded by the prohibitive cost, and that higher education is becoming increasingly the privilege of wealth in general, and in particular the preserve of urban residents of financial means.

CHAPTER X

Geography versus Education

The geographical factor is of special importance in the Province of Ontario - in fact, in Canada as a whole. While there may still be some people who will contend that a college education should be reserved largely for the rich or other privileged classes, there are probably none at all who would maintain that the matter of university attendance should be regulated by geography. But in Ontario there are no universities within hundreds of miles of such centres of population as Fort William, Sault Ste. Marie, and North Bay. Even Ottawa, our capital, had, until very recently, to send all its English-speaking students to McGill in Montreal, to Queen's in Kingston, or to the University of Toronto, for L'Université d'Ottawa is almost exclusively Roman Catholic, and French-speaking. Carleton College, which opened its doors in 1942, now offers partial higher education in an "experimental" stage.

The same lack applies even for high school education. Recently as we travelled by bus towards Peterborough from the sparsely-settled region to the north we had some conversation with a young girl in the armed services. She was from the village of Apsley, about 40 miles from Peterborough and 30 from Lakefield, where the nearest High School was located. She said her parents had sent her to Peterborough to obtain a high school education, and that she was the only child among her classmates in Apsley to be so educated.

The effect of proximity to university attendance is shown in a remarkable way by statistics of the attendance at McMaster University before and after its removal to Hamilton. The school year 1929-1930 was the last for McMaster in Toronto, that university opening in Hamilton in September 1930. Eleven years later the Bursar, G. M. Henry, investigated with great care the effect the removal had had upon attendance,² with respect particularly to the numbers attending university from the city of Hamilton, both at McMaster and elsewhere. The result follows on page 30.

¹Higher Education in Canada, 1936-38. Ontario is not as well provided as Eastern Canada in this respect.

²The investigation was made for Frank G. Patten, Business Administrator, Board of Education, Ottawa, by whose courtesy the results are given here.

Table XXIVStudents Attending McMaster University from HamiltonComparison of 1929-30 and 1941-42

	Arts and Science Students only		All Students	
	1929-30	1941-42	1929-30	1941-42
Queen's	18	2	64	39
McGill	8	5	8	5
Western	10 [#]	34 [#]	10	34
Toronto ^{##}	172	76 ^{###}	270	244 ^{###}
McMaster	17	322	17	322
Total	225	439	369	644
Increase in %	95%		74.5%	

[#]Figures include not only Arts and Science but medicine as well.

^{##}These figures are for Wentworth County, including Hamilton. If we had the Hamilton figures only the results would very probably show a much more marked decrease in the University of Toronto attendance for the ten-year period.

^{###}This figure is for 1938-39.

With due allowance for the discrepancies indicated in the footnotes, the significant features arising from this tabulation are as follows:

- (1) The number of students from Hamilton attending McMaster increased from 17 to 322 as a result of the removal thither of the university.
- (2) The number of Hamilton students in comparable categories decreased over 50 per cent in the other universities.
- (3) Most important for the present purpose, the number of Hamilton young men and women attending any university almost doubled when facilities were made readily accessible.

Other pertinent results of the removal of McMaster to Hamilton arise from statistics furnished by the Registrar. They show that the total registration in 1929-1930, the last year in Toronto, was 417, while in 1944-45, in Hamilton, it was 690. It is apparent, consequently, that the university's removal to a community where facilities for higher education were not previously available not only conferred a blessing upon that locality but enabled excellent progress for the University, which was somewhat overshadowed in Toronto by its much larger neighbour, the University of Toronto.

To indicate still further the relation between accessibility of facilities and university attendance we have made a study of the secondary schools of a number of outlying towns and cities on exactly the same basis as that already described for Toronto. The returns indicated once again the need for facilities for higher education nearer home and some means to overcome the high cost.

Miss Laura Walker reported from the Collegiate Vocational Institute, Pembroke, that out of 119 students in Grades 11, 12 and 13, a total of 47 hoped to attend university, while 37 wished to go but recognized that they were precluded by the cost. But the average per year who attend college from Pembroke does not exceed 4 annually, so there is no probability that three-quarters of those who hope to go will do so; in other words 35 plus 37 will be precluded by the high cost, and 12 only, or but one-seventh of the 84 who desire higher education, will have any chance of proceeding to college. The number of university Dominion-Provincial Scholarships for the whole County of Renfrew, of which Pembroke is such a small part, is but 2, so it is apparent what a drop in the bucket such provision is in relation to the great need even in Pembroke, much less in the entire county.

Principal A.B.C. Throop reported that only about four students per annum went on to university from Renfrew Collegiate, but 57 at present in Grades 11, 12, and 13 had hopes of going or very definite fears that they were precluded by economic status. Principal F.D. Wallace of North Bay Collegiate and Vocational School reported that 19 of last year's graduates are at university this year, a number somewhat above the average; but 116 in the three upper grades wished to attend - an annual average of 39, or over - twice the number who will actually do so. J.K. Mather of the staff of Sault Ste. Marie Collegiate gave results even more significant, for while only 12 of last year's graduates are attending university, 184 in the three upper grades wished to attend, though it is obvious that by far the greater number are doomed to disappointment; while J.H. Moebus, Director of Career Planning at Peterborough Collegiate and Vocational School reported a total of 237 in the three upper years, or an average of 79 per year, who either hoped to attend or feared the cost precluded them, and yet 13 is the average number who actually do proceed to university. No language is strong enough to exaggerate the crying need for State provision of higher education free to all who can benefit by it.

CHAPTER XI

The Junior or Community College

The real need in our educational system in Ontario is a re-division of the work of elementary and secondary schools. It has become more and more apparent that the proper division between them is after Grade 10, or at approximately in the child's 15th year. At that stage those who are discontinuing their formal education will do so before entering a secondary school; and the secondary school, commencing at Grade 11 with fifteen- and sixteen-year-olds, can proceed to Grade 14, becoming a Junior College from which those qualified will advance to university. Nothing is necessarily worth continuance just because our ancestors found it that way, for circumstances are continually changing. As James Russell Lowell put it,

"New occasions teach new duties, time makes ancient good uncouth;
they must upward still and onward who would keep abreast of truth."

And the dividing point at age 15 or 16 is the more suitable in that it is the age at which adolescents are past some of the emotional disturbances that render life difficult for them; and it is known also to be the age at which they begin to give intelligent thought to their vocation and purpose in life.¹

In the United States, where they are far in advance in the field of educational research, the general conclusion is that one-sixth of all boys and girls desire and will benefit from higher education;² and this, it is worth considering in a changing world, may well be very greatly increased by basic changes in our way of life.

It is now generally recognized that every community must provide the facilities for an acceptable minimum educational program, with state or provincial aid as needed. Just as the Dominion Government is now co-operating with the provinces in supplying scholarships and bursaries, so it is essential that there be federal subsidies to the provinces less favoured in material resources. It is generally recognized, too, that preferable to the name "Junior College" is "Community College", "Community Institute" or some other appellation which will suit an educational institution which must provide advanced general and vocational training for both youth and adults and at the same time be a community centre.

There is agreement too on the principle that there should be no fees, the State paying the entire cost. There are too many more essential (not to say enjoyable) ways to expend money to ask or expect most people to devote it to the improvement of their education. It is obviously of great benefit to the State, and the State should provide the facilities, which must, as in Denmark, include residences for those from a distance, though their living expenses will be their own responsibility except where it is impossible.

Two general types of community colleges are recommended, according to the prevailing conditions and needs: (1) for those who live and expect to live in small communities. There the education, apart from the general curriculum for youth, will consist of adult instruction to meet the local occupational field, together with civic, cultural, and health education; and (2) for those resident in cities, where wide vocational education will supplement the first two years of the regular four-year colleges. In both types those capable of absorbing more advanced education will receive it free in the regular universities.³

The guidance service which is now being so successfully introduced in our schools will naturally advance with the progression in facilities. We cannot retain the old rule of the jungle, "Every man for himself and the devil take the hindmost", but rather "To him who needs most, most will be freely given". The State guidance service is obviously not discharged until each youth is launched on a career with reasonable chances of success, until each adult is provided with any and all knowledge conducive to happiness and intelligent living; and it must include a determined effort to be of service wherever the citizen removes and whatever changes in his status occur. Our conception of citizenship must keep pace with the times, and our social consciousness with human need.

¹Those of us who are in the profession recognize that many pupils in Grades 9 and 10 are attending school merely in compliance with the Adolescent Act, and their contribution to classwork is, to put it mildly, largely negative.

²Education for All American Youth (Published by the Educational Policies Commission, Washington, D.C., 1945), page 71.

³See Education for All American Youth, pages 352-3.

CHAPTER XII

Meeting the Need for Universities and Colleges

The five chief universities of Ontario - at Ottawa, Kingston, Toronto, Hamilton, and London - cannot possibly serve the population adequately. At least three more universities, complete in all faculties, are needed to provide facilities for higher education which are now largely or entirely lacking. The Ottawa region requires a complete English-speaking university, and the need can be met by enlargement and extension of Carleton College. Northern Ontario, with no higher education facilities whatever, must be provided with a university, and Sudbury or North Bay would appear to be the logical site. The third new university can be provided at Windsor by greatly enlarging and extending the facilities of Assumption College, at present affiliated with the University of Western Ontario.

Community (or Junior) Colleges are imperatively required in some twenty-three towns and cities. The following table will indicate the districts and population served, but there is, of course, considerable overlapping in both regions and population. In general the radius covered is some 30 or 40 miles, but there are exceptions in both directions because of great variations in the density of population. A number of towns present special problems, among them Fort Frances, Kenora, Kapuskasing, Cochrane, Englehart, Parry Sound, and Iroquois Falls; while Renfrew, Brampton, Guelph, and numerous other towns could be added if a comprehensive plan of Community Colleges is adopted.

In the interpretation of the table much depends on (1) the aim, whether merely for the youth or for adults as well; for in the latter case many of the districts should be further subdivided. (2) The means by which supplied, whether as an extension of Collegiates and Vocational Schools or as separate entities organized after the style of Carleton College; if the former means is adopted, as would appear most economical and intelligent, far more such colleges could be established and with much greater facility, while if separate junior colleges are to be organized the process will be very much slower. (3) The decision on these matters will, similarly, decide the financing and control of the institutions, but in any event the control must be truly democratic and representative of all elements in the community.

Subject to these qualifications and considerations, the following table¹ may be of use to the Royal Commission on Education.

See page 34

¹Prepared from the latest population map of Ontario.

Table XXVThe Need For Community Colleges in Ontario

Town or City	Counties Served	Population Served
Pembroke	Renfrew, Lanark	90,000
Smith's Falls	Lanark, Grenville, Carleton	50,000
Cornwall	Glengarry, Stormont, Dundas	60,000
Brockville	Leeds, Grenville	40,000
Belleville	Prince Edward, Hastings, Northumberland	90,000
Oshawa	Durham, Ontario	75,000
Peterborough	Peterborough, Northumberland	70,000
Lindsay	Victoria, Haliburton, Ontario	45,000
Orillia	Simcoe, Muskoka	35,000
Barrie	Simcoe, Dufferin	25,000
Collingwood	Simcoe, Grey, Dufferin	60,000
St. Catharines	Welland, Lincoln	90,000
Welland	Haldimand, Welland	90,000
Brantford	Norfolk, Brant	90,000
Stratford	Perth	50,000
Sarnia	Lambton	57,000
Goderich	Huron, Bruce, Perth	65,000
Owen Sound	Bruce, Grey	60,000
North Bay	Nipissing, Parry Sound	45,000
Haileybury	Sudbury, Timiskaming	25,000
Kirkland Lake	Kirkland Lake and vicinity	25,000
Sault Ste. Marie	Algoma, Manitoulin	40,000
Port Arthur - Port William	Thunder Bay, Rainy River	68,000



SOUTHERN ONTARIO

ILLUSTRATING

EDUCATIONAL NEEDS


IN

UNIVERSITIES

AND

COMMUNITY COLLEGES

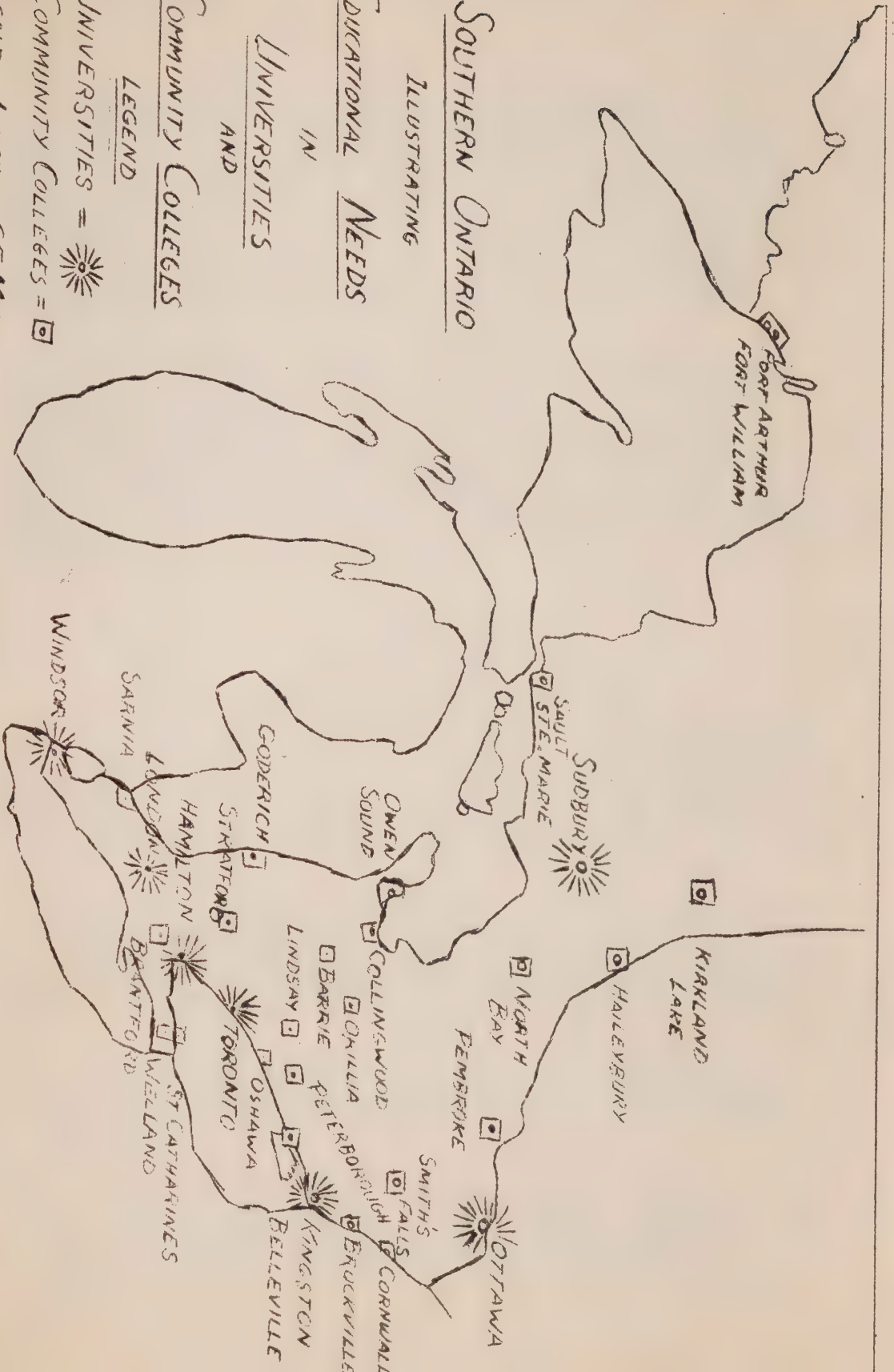
LEGEND

UNIVERSITIES = 

COMMUNITY COLLEGES = 

SCALE: 1 INCH = 65 MILES

JEG





Some general considerations arise in this connection. The formation and operation of Community Colleges must, for maximum effectiveness, be based upon a provincial plan. The State must regulate not only their spacing to suit need and accessibility, but their courses. The proper procedure - if a general scheme is not inaugurated by the Province - is for localities to submit a prospectus and proceed when it has been approved. The main support of the institution should be the duty of the community, but with two important provisos: (1) that the ability to finance the project must be the criterion of provincial aid; and (2) that the ratio of attendance from outside the immediate locality to the total must determine the amount of State aid or of that of neighbouring municipalities which benefit from the institution.

A new conception of university extension is a natural corollary of the new education. Each state university - Toronto, Western Ontario, Queen's, and the new ones in Ottawa, Northern Ontario, and Windsor must have a radio station in almost continual operation. We in Ontario are far behind the times in this respect - Station WHA at Wisconsin University is the oldest in the State. What is needed is a balanced program of education and enjoyment, each university being responsible for the diffusion of culture in a hundred-mile radius. What a fine memorial such an influence would be for those whose voices were stilled to make a better world; those who by this means might rise again in the interest of education, deficiencies in which are the basic cause of all wars.

CHAPTER XIII

Integrated Entrance to Higher Learning

Sir Josiah Stamp is reported to have facetiously remarked when on a visit to Canada, "Education is too often the inculcation of the incomprehensible into the ignorant by the incompetent". He considered that the greatest aim of higher education should be to create the revolutionary mind. Certain it is that reformers down through the ages have always been persecuted - and no less in Ontario than elsewhere - by those who from interest or conservatism would maintain the status quo.

Other educationists and progressive thinkers have concluded that a university education has achieved its purpose if it has produced a thorough-going cynic. Certainly the inquiring mind cannot persist long without an attitude of honest doubt which seeks a nearer approach to truth than earlier thinkers achieved. The Honourable Herbert Morrison, Lord President of the Council of Great Britain, recently developed this conception of the importance of doubt in students:

"I sometimes worry in case our primary and secondary schools are handling education too much upon the basis that the student is expected to believe what the teacher tells him. I would have notices put up in every classroom saying 'The teacher may be wrong. Think for yourself.'"

The real purpose of education is to produce an individual. The more we socialize industry - and we are going to socialize a lot - the more determined we must be to produce individuals. We will need individuals more than ever and it is the business of science and education to produce them in such numbers that Britain,

however far her industry may go on the collectivist basis - and I am for it and making my contribution - she will nevertheless be a nation of individuals, of pioneers who are showing that the British character is as strong, powerful and individual as ever it was in the past."¹

The noted psychiatrist, General Brock Chisholm, stated in a recent address that children should be taught to "think ahead", and that only by such training could we hope to produce mature adults. In his early 'teens, he continued, the child should be able to think several months ahead, and ten years ahead by his late 'teens. An adult should think a generation ahead, and at 40 the mature adult is he who is capable of concerning himself with the problems that will confront his children, grandchildren, and great-grandchildren. Dr. Chisholm agrees with Herbert Morrison that teachers often ruin the education of children by fixing ineradicable ideas in young minds, and should consequently be "debunked".

"Many students come to universities", he concluded, "incapable of thinking because they already know all about everything. To properly fulfil its function a university should be free to all kinds of thought and should be kept so for the few people who are fit to go there. The proper conception of one's relationship in space involves realization that one's community, province, country, and continent are merely parts of a larger whole. Some people get as far as the borders of their own countries, but very few reach the status of world citizens."²

We submit these comments as food for thought in an atomic age. The courses of the new Community Colleges will, of course, be as similar as possible to the first two years of our universities. We confine ourselves here to suggestions that would more closely integrate the secondary schools which will provide the personnel of the Junior Colleges, as of the present universities. It is submitted that the following considerations are worthy of your attention:

(1) Any State school system that merits the appellation should meet the needs of all its people, not the select few. It should be closely integrated so that no group is favoured and none discriminated against. A wide variety of subjects meets the needs of all, as well as the particular aptitudes and adaptability of individuals.

(2) All secondary schools should lead to higher education for those who want it and are capable of profiting by it. Their courses should never be a blind alley, nor even an end in themselves; for from them should proceed a human stream of ability, initiative, and desire for further learning. To close the door of opportunity is the negation of education - "to lead out" - and no one should be precluded from advancing ever forward.

(3) All schools should concern themselves at least as much with the needs of the average and inferior students as with those of the select 20 per cent. All have obligations to discharge to society, and there should be a sliding-scale of aid, varying directly with the needs and deficiencies as well as with the capabilities and aptitudes of individuals.

¹Address to the Parliamentary Scientific Committee of the British House of Commons (Toronto Globe and Mail, January 31, 1946).

²Address in Ottawa, Toronto Globe and Mail, February 1, 1946.

To base university entrance upon a narrow "matriculation" standard that should never have outlived good old Queen Victoria is an anachronism which has no place in an era of Education for Life. The most progressive educationists, in fact, believe that no mere academic criterion should be the basis of selection for candidates for university training. Among other highly enlightened suggestions in correspondence with the author, Walter J. Brown, Executive Secretary of the University of Western Ontario, points out that our entrance qualifications should be based upon a careful consideration of (1) Character; (2) Potential Efficiency in Citizenship; (3) Academic Standing; and (4) Age.

"There are", continues Mr. Brown, "far too many students coming to the University today who are incapable of absorbing the instruction given to them or of making good use of their time merely because they are immature. There are two responsibilities that the educational authorities of this country should assume: first, there must be a more careful selection of the candidates so that those who should be in the university should be sent to the university, and those who should not be sent to the university should be sent elsewhere;¹ and secondly, that the training in the university is so ordered that it will prepare the future citizen for his maximum efficiency as a factor in the state."²

(4) Dominion-Provincial scholarships and bursaries as at present constituted discriminate most unfairly against the students of schools of Commerce, for whom no provision whatever is made. To continue such discrimination would be merely another evidence of the need for a comprehensive integration of our secondary school system. The writer has taught in Upper Canada College, Lindsay Collegiate Institute, Central Technical School (Toronto), and the Eastern High School of Commerce (Toronto),³ and has not the slightest hesitation in stating that the only difference between those of least ability in all four types arises not from their brain-power but from the economic status of their parents. To base an educational system on such an accident is a survival of the Age of Privilege and has no place in the new Age of Equal Opportunity.

We submit that the only way to provide strong morale and esprit de corps in our citizens is the democratic way. Perhaps the best thing about Napoleon was his oft-repeated recognition of a career open to talents. His great armies were not filled with officers chosen from wire-pulling politicians and flattering sycophants; instead, he announced that every soldier carried a Marshall's baton in his knapsack and might rise by merit. This is the criterion in a true Democracy, not how great a share of the national income one's father has been able to appropriate to himself.

¹For maximum efficiency the same process of selection is inevitable throughout the educational system. In all secondary schools a considerable section of the enrolment learn little or nothing and their presence merely renders more difficult the instruction of the capable majority.

²Letter to the author, December 29, 1945. An excellent address, "The University and Education", by Principal W.R. Taylor of University College, is published in The Varsity, January 31, 1946.

³For several of the suggestions presented herewith the author is indebted to Paul Moreland, Vice-Principal of the Eastern High School of Commerce. The staff of this school find that there are from 200 to 300 students enrolled who would profit from higher education. What a social waste that they are denied the opportunity!

An earlier brief presented to the Royal Commission deprecated the retreating position occupied by the humanities in our universities and asked for a more appropriate emphasis in that direction. The Oxford Dictionary gives the meaning for "the humanities" as "polite education". We, too, are all for polite education, but we submit that in order to render the great mass of the population receptive to it we should first do something about their economic condition. At present many people in our wealthy province of Ontario live in squalor and misery in urban or rural slums and are as effectively precluded from a receptiveness to polite education as they are from the opportunity for higher education. But lest you think that these unfortunate people have not the inherent values to appreciate polite education, we refer you once more to Russia and Scandinavia where something has been done about it; and we point out also an instance described by Sir Richard Livingstone, telling how unemployed labourers in Ireland without educational or dramatic background were yet able to produce excellent interpretations of Sophocles' Philoctetes and Marlowe's Dr. Faustus.¹ This is the real answer to an article by Professor Gilbert Norwood in a recent issue of Toronto Saturday Night.² Some of us may like to think we are vastly superior to the general run of people, but much of the alleged condition in our favour is due merely to privileged opportunity.

CHAPTER XIV

The Control of Community Colleges

In considering the composition of the boards of governors of the universities and community colleges that must be created, great care must be exercised to see to it that they are truly democratic and representative of all interests and aspects of the life of the community which they are to serve. For purposes of illustration we have investigated the composition of the Board of Governors of the University of Toronto at two periods of her history and of the new Carleton College, Ottawa, formed in 1942 to provide the first two years of college training in certain faculties. The results of these researches are as follows:

(1) Board of Governors, University of Toronto, 1909

The Board consisted of Sir William Meredith, Chancellor, and R.A. (later Sir Robert) Falconer, President, both ex officio, and 18 others. Four of these might be said to be typical financiers or, as Who's Who calls them, capitalists, while the other fourteen are best placed in the category of educationists, including three clergymen, several statesmen (rather than politicians), and half a dozen lawyers and judges. The calibre of the Board as a whole may be gauged by these names in the educational group: Goldwin Smith, E.B. (later Sir Edmund) Osler, the Honourable S.H. Blake, and Sir Mackenzie Bowell. Two of the four who are here denominated "capitalists" are men of high and generally recognized qualifications - J. W. (later Sir Joseph) Flavelle and E.B. (later Sir Edmund) Walker.

¹Sir Richard Livingstone, The Future in Education, page 41. "The success of the performances", comments Sir Richard, "shows how false was such a view (that the majority are not only untouched but untouchable), and how completely the ordinary man can rise to the levels of the great masterpieces of literature. And every cottage gives the lie to pessimistic conclusions about his capacities, and proves that the taste for art and poetry is universal."

²See "Are We on the Way to Being White Zulus?", by Gilbert Norwood, Director of Classical Education, University of Toronto, Saturday Night, February 2, 1946.

(2) Board of Governors, University of Toronto, 1946

The Board consists at the present moment of the two ex officio members, Chancellor Cody and President Smith, and twenty-two others, of whom two are ineligible for membership. Of the remaining twenty, five or six have a very considerable or at least some claim to the title "educationists", while the other fourteen are given in Who's Who as "capitalists", "brokers", or "financiers" prominent in life insurance companies, breweries, trust companies and with a heavy representation of stock brokers, mining financiers, and industrialists generally; altogether the fourteen hold among them some 80 directorates, interlocking with one another and representing no small concentration of economic power.

Then there are the two absentees from the country, ineligible for appointment according to the University Act. These, who would rank among the best qualified if they were eligible, are the Honourable Vincent Massey, for many years a resident of England, and Dr. Edward Johnson of the Metropolitan Opera, who resides in New York. They are disqualified from membership by Section 25 of The University Act, 1906, which says that

"No person shall be eligible for appointment as a member of the Board unless he is a British subject, and a resident of the Province of Ontario."

And the section is reinforced by Section 35, which says that

"If a member of the Board, after his appointment,.... goes to reside out of the Province,.... he shall ipso facto vacate his office."¹

We consequently support Professor Cornish, who in an earlier brief observed that our constitution gave our prime ministers and ministers of education no licence to evade the law. With all due respect to the consummate agility with which lawyers can contend that black is white, we see no possibility of success in this instance. But we learn that Mr. Massey's name was mentioned when the graduates were electing a Chancellor, but as he resided outside the province he was declared ineligible, the same provision disqualifying him as in the appointment to the Board of Governors. Yet lawyers were found to construe it one way when it suited a purpose, and the other way when it suited another purpose. The law may be an ass, as the Englishman said, but there can be no justification for its being that much of an ass.

But apart from the two absentee ineligible, we have pointed out that the control of the University of Toronto has passed from educationists to financiers; and if we except a few notable names the calibre of the 1946 Board compares most unfavourably with that of 1909 or almost any other between those dates. Is it democratic to select any board of governors of any university from any one class or interest?

Instead we advocate the representative Board selected to govern the new Carleton College, Ottawa, recently formed to provide English-speaking Protestant facilities for higher education. We find that only six of its twenty-one members are listed in Who's Who, a certain indication that the balance are not financiers of the first water; and of the six only four represent business. Taken as a whole, the Board is what it should be - a democratic group repre-

¹There are several published editions of the University Act.

sentative of the community and particularly of educated people interested in education. This is the criterion we ask you to advise for the new colleges that must be established in Northern Ontario and elsewhere if we are properly to accommodate the tens of thousands of our best youth who are now precluded from higher education by priorities in education.

To obviate the degeneration of boards of governors into sectional units representative of only one element of the community, and to prevent prime ministers who do not take their responsibility seriously - who, as someone has well said, "take a gangster's delight in humiliating the university by appointing men who are obviously incapable of understanding what higher education means" - to prevent such men from appointing solely political or personal playboy friends to any board of governors, a much broader base is necessary. One or more representatives of the teaching and research staff would be in the public interest, particularly if the president - as has happened in Ontario universities - associates largely with non-university men and fails to represent adequately the academic side of university life, joining with the financial group to unduly stress engineering and applied science at the expense of the humanities and social sciences. As an example of a broader base we present for your consideration the type of composition which will apply for the Board of Governors of the University of Saskatchewan after the next session of the Legislature. The amendment to the University Act will provide for a Board of fourteen members. Four will be ex officio - the Chancellor, the President, the Deputy Minister of Education, and the Deputy Provincial Treasurer. Five others are to be appointed by the Government, and five elected by the Senate of the University. The constitution of the Senate is also being broadened, for in future it will consist of the Deans of the Colleges, the Deans or Principals of affiliated Colleges, the Principals of the Normal Schools, the President and the Chancellor, the Minister and the Deputy Minister of Education, ten representatives appointed by the various professional organizations, and representatives of the Rural and Urban Municipalities Associations, the Teachers' Associations, and Agriculture.¹

Such a Board of Governors could hardly be undemocratic, nor could it be open to the charge that the comparatively uneducated are deciding the policy of the University. Two recent dismissals of presidents of universities, one in Canada and one in the United States, will indicate the danger arising from undemocratic Boards. In Dalhousie University Dr. Carleton Stanley, the President, was removed because his interest in Nova Scotia's poor did not coincide with the interests of the majority of the Board of Governors, who were subservient to the wishes of certain large corporations which dominate the life of that province.²

But selfish interests are not the only danger in the appointment of boards of governors in which financiers predominate. In a recent address to the alumni of Victoria College, President Sidney Smith, referred to the narrow type of businessmen as "money-grubbers whose conception of Service has a capital S with two bars";³ in other words they may be narrow, uneducated men entirely unqualified to govern a university. Such were the members of the Board of Directors of Central Y.M.C.A. College in Chicago. There the President, Dr. Edward

¹Letter to the writer from the Minister of Education of Saskatchewan, January 30, 1946.

²This sad business is exposed by two fearless writers, Judith Robinson in News, February 17, 1945, and The Nation of March 10th, and J.V. McAree in the Globe and Mail, February 26, 1945. Perhaps we could not expect a much more enlightened attitude in a province which is satisfied to pay over half its teachers less than \$800 a year.

³To the alumni and alumnae of Victoria College, January 23, 1946.

J. Sparling, was forced out because he rejected race discrimination and admitted Negroes and Jews to the university on the same terms as others. But a most remarkable thing occurred - four-fifths of the faculty and almost all the students walked out with the President, leaving "an irate board of directors, some empty offices and unused equipment, and a discredited Jim Crow heritage".¹ Best of all, the President and his staff were able to obtain the financial aid of a staunch progressive, Marshall Field, and a new institution of higher learning, Roosevelt College, was dedicated by Mrs. Franklin Delano Roosevelt on November 16, 1945, "To the Enlightenment of the Human Spirit". And it is particularly of interest to our recommendation that boards of governors of universities be democratically composed that we point out that the new college has a very different type of Board from the old; for whereas the defunct Central College was dominated by wealth, the new comprises representatives of labour, management, capital, co-operatives, government, the professions, social scientists, the press, and educators, including five members of the faculty - altogether a group that would never want to dictate an undemocratic policy.² The discovery was made that a university is primarily a community of students and educators, and that the real owners of a college are the members of the community which it serves. For the new colleges that must be erected to provide for our youth and adults, we again ask you, consequently, to recommend the democratic type of board exemplified in Saskatchewan, by Carleton College, Ottawa, and Roosevelt College, Chicago.

CHAPTER XV

History of State Support of Ontario Universities

Politics and politicians, as distinct from statesmanship and statesmen, have unquestionably done more to bedevil progress in Canada than all the good that has accrued from their activities. In many instances, as Shakespeare would say, all have been for the party and none for the state. Nowhere is this more true than in relation to the University of Toronto, which has been the political football of parties, and of cliques and factions in the same party, down through the years. Until 1906, when the Whitney administration inaugurated the first intelligent policy towards the University, appointments to the staff were all political, and as often as not some jobbery was suspected if not obvious. The student revolt of 1895,³ and a second investigation by Royal Commission of alleged favouritism in awarding scholarships ten years later, are the best evidence that something was rotten in the state of Denmark.

As a result of the recommendations of the Royal Commission which investigated University affairs in 1905, the University Act of 1906 was passed, and a more adequate provision was made for the financing and expansion of higher

¹For the facts of this controversy see Carey McWilliams, "Who Owns a College?", The Nation, December 22, 1945.

²At least two Canadian universities have been publicly charged with discrimination against Jews. Whether effected by a "quota" system or by some more subtle method, discrimination cannot be justified in a democracy. The two cannot be co-existent, and we must recognize the fact.

³Under the leadership of our present Prime Minister, the Right Honourable W.L. Mackenzie King.

learning. The Whitney administration made the statesmanlike decision that a fixed grant should be made annually to the University, not a sum varying with ability to pull political strings or control party demagogues. The grant was fixed at half the succession duties collected annually by the Province, the payment being calculated on the basis of a three-year average. By the same Act all appointments were under the control of the President and the Board of Governors, who were to be appointed by the government from distinguished citizens of the province.

In 1914 the provision relative to the grant was altered to provide a fixed sum of \$500,000 annually, the fear being that rising succession duties might lead to university extravagance. Thenceforward any grant beyond that amount was obtained only by haggling with the administration in power, though usually the special grant was substantial, and at times was thrice the amount of the fixed grant. A Royal Commission in 1921 recommended a return to the 1907 arrangement, but it better suited the politicians to retain financial control in their own hands, very much to the detriment of the public interest. An unfriendly and unscrupulous administration, such as we had in Ontario a few years ago, was consequently able to cripple the University of Toronto and to a considerable degree poison the atmosphere of higher education in this province.

CHAPTER XVI

Rehabilitation of the Armed Services

The very best argument for State provision of free educational facilities to the limit of ability is the response accorded by those who served in the recent War to the splendid arrangements made for their rehabilitation by the Dominion Government. The plan is both comprehensive and generous, but we are concerned here only with that part relating to university education.¹

Post-discharge training relates primarily to two groups: (1) men and women whose peacetime career was interrupted by service before or after they commenced college; and (2) those who incurred disabilities which render their pre-enlistment employment difficult or impossible. A third class comprises professional men who, because of their service, have been long absent from their life work; these are eligible for brush-up or refresher courses in teaching, medicine, law, engineering, or any other profession. The opportunity for university training is provided, consequently, at both the undergraduate and post-graduate level, and it is applicable wherever the public interest is served.

In general, financial aid is available to all whose qualifications are acceptable to an accredited university. If these qualifications are incomplete but can be achieved within fifteen months of discharge, the aid is then available; and the time is extended in the case of matriculation students or of illness. Fees and maintenance grants are available for as many months as the veteran has served: for example, one who has served two years is eligible for 24 months, or three academic years, of training, provided always that the student shows satisfactory progress.

¹See Back to Civil Life (published by the Minister of Veterans Affairs), 3rd Edition, October 15, 1945, pages 33-5.

The regulations in this respect are commendably flexible. A student is not entitled to repeat a year's work at state expense; but, on the other hand, one who demonstrates high scholarship may apply for extension of the assistance to enable him to graduate and, if it is considered in the national interest, to take post-graduate work.

"The purpose of these regulations", concludes the section, "is to ensure that able students may take the fullest possible advantage of Canada's educational facilities for their own rehabilitation and for the contribution they may make to Canadian development."

In addition to all fees, the veteran receives maintenance grants up to \$60 per month, with \$20 added in the case of married status, as well as substantial grants for children and for dependent parents.

Although demobilization is still far from complete, the rush of servicemen and servicewomen to our educational institutions is phenomenal. On January 25, 1946, it was announced in Ottawa that 20,882 veterans are already in Canadian universities or qualifying for admission, while 16,457 are taking vocational training.

The 20,882 who have sought university training were paid \$1,519,602 in maintenance grants in the month of December alone. Over 70 students are at the moment taking post-graduate or other courses in Great Britain, the particular course they wanted being unavailable in Canada. The Honourable Ian Mackenzie, Veterans' Minister, had this to say as to the seriousness with which the discharged personnel were approaching university work:

"I have heard rumors to the effect that young veterans are finding it difficult to settle back to study after fighting on the sea, land, and in the air. Some of these rumors have been absolutely grotesque and have suggested that more than 40 per cent of veterans were failing in their examinations.

The facts are far from that.... Reports we have received from presidents of universities from one end of Canada to the other all testify as to the seriousness of purpose of these young men, who see in Canada's rehabilitation program the opportunity to develop their talents."¹

A recent address by President Sidney Smith of the University of Toronto² bears this out. "They are applying themselves with unusual energy", he said, pointing out that while the usual proportion of failure in college work is 20 per cent, only from 5 to 9 per cent of the veterans are failing to measure up to the prevailing standard, which was being neither lowered nor raised as a result of the great influx of students. It is apparent, consequently, that state provision of fees and maintenance has in no way lessened their initiative: they are, on the contrary, making a splendid effort, erring, if at all, on the side of over-seriousness to the detriment of their social life.

¹Reported in the press of January 26, 1946.

²To the alumni and alumnae of Victoria College, January 23, 1946.

In Ontario the veterans are attending McMaster and Western universities and Carleton College, Ottawa, as well as the University of Toronto, where a large proportion of them are at Ajax. The Dominion and Provincial governments co-operated in obtaining the Ajax plant, and excellent arrangements have been made for the veterans' reception there until additional accommodation can be provided in Toronto. The Dominion Government pays these universities \$150 annually for each student, in addition to the regular tuition fees, which in themselves are insufficient; and a committee is at present investigating the adequacy of this amount.¹

In addition to the statistics for 1945, as above, some 5000 additional veterans entered university courses in January of 1946, and it is anticipated that a total of 35,000 will be enrolled by 1946-47, a number 50 per cent greater than the pre-war population of Canadian universities.² This notable program has rendered obsolete overnight a university system based on fees, and it remains only for our government to recognize the fact.

CHAPTER XVII

Higher Education a State Service

The solution of the problem of higher education lies, as in our treatment of the veterans, in the implementation of our democratic ideals by full State provision of the facilities. No arbitrary line can be drawn, no point at which the sign "No Trespassing" warns the ambitious but financially impoverished citizen that the higher things of life are reserved for others more favoured.

We must reach and pass beyond what has already been accomplished in the United States. There a large number, if not the majority, of all universities charge no tuition fees to state residents in the non-professional courses. The financing is in large part by a special property tax of a mill or a fraction of a mill on the assessed valuation of all real estate in the state. A larger percentage of the youth of that country - though by no means all who have the requisite ability - consequently attend college.³ There are indications, however,

¹President Smith compared the rehabilitation scheme of World War II with that after World War I by stating that when he was discharged in 1919 his total gratuity was \$140.

²There is a similar, if not proportionately greater, response to rehabilitation opportunities in the United States. Under the "G I Bill of Rights" some 3,500,000 are expected to improve their education and their knowledge of civilian skills, including 1,000,000 full-time attendants in schools and colleges.

³We are far behind the United States in this respect. Chicago, for example, sends 20% of its 20,000 high school graduates on to higher education, while in Canada only about 3% of the girls and 5 to 6% of the boys are given the opportunity. Yet even in the United States 100,000 of college calibre are annually precluded by poverty, and from 200,000 to 300,000 cannot finish high school for the same reason. See General Education in a Free Society (Harvard Committee), pp.88-91. These experts conclude that it is a most ironical condition and much less than justice, for the rural districts, which produce most of the children, lose half of them to the more highly industrialized urban centres; and proportionately the system is far more unjust in Canada. The world's largest university, the College of the City of New York, which had a registration of 47,000 in 1937, is also the only free, municipal, degree-granting university in the world. The tuition fees which non-residents of the city pay are small, the standard is high, and the College follows the best traditions of progress by operating on a non-discriminatory and non-sectarian basis.

that standards are sometimes lowered by the increased attendance, and that not infrequently many who are still precluded from attendance by economic condition might replace with advantage many who are beyond their depth. There is not the slightest reason, however, to limit free tuition to first-class honour students, as is usually the case under university scholarships; the standard, rather, should be somewhere above the average of the point where probable success is indicated. Quite often the first-class honour student is a "grind" who burns himself out and is far surpassed by the more balanced student who aims at an all-round development.

There is no good reason why neighbouring municipalities should not aid in college financing. The city of Toronto, for example, benefits immensely from the presence of the University in its midst, and should contribute to its cost of operation. A member or two on the Board of Governors would naturally follow, but any other type of control, by either the City Council or the Board of Education, should receive very careful study.

The solution for the democratization of higher education lies in an extension of the American and Russian systems. In the United States, as an Arts degree is frequently a prerequisite to entrance into the professional schools, the greater number have at least the opportunity to receive a liberal education¹ free of fees. Until recently students in Russia received maintenance allowances while in attendance at educational institutions, and the same principle should apply here, certainly for those who need the aid. It would appear, in fact, that if it is in the national interest to provide so bountifully for the rehabilitation of the personnel of the armed services, it is only a perverse attitude of mind that would suggest that it was not equally in the public interest to educate all students at State expense to the limit of their capacity to benefit by it; and the professional colleges, as well as liberal Arts, must eventually be included.

Only four existing universities can qualify for state aid - Toronto, Queens, Western, and Carleton College, the other two being sectarian and financed by a church or private endowments, or both. When Carleton College opened its doors six hundred students flocked in - an excellent indication of the need and of what would happen if junior colleges were opened in other centres of population. In the current academic year, 1945-46, 1800 are in attendance, including 800 returned men in special classes. No grant of any kind has so far been made to Carleton College, the institution being maintained entirely by the fees of students and the subscriptions of those who are backing the College - several thousand dollars a year comes from the latter source, while the fees charged are as follows:

Table XXVI

Fees in First Two Years of Arts and Commerce, Carleton College

	First Year	Second Year
Initial registration	5.00	5.00
Subsequent registrations	2.50	2.50
Tuition per subject, full year	15.00	30.00
Tuition for half subject	7.50	15.00
Laboratory fee (Chemistry and Physics only: unused portion will be refunded at the close of the session)	5.00	5.00
Students' Council fee	1.00	1.00

¹As President Sidney Smith said in a recent address, "The students in the professional courses must be trained both for and against their professions.

For the year ending March 31, 1945, the total expenditure of Queen's University was \$873,657.50. Provincial and municipal grants totalled \$281,075.00, students' fees were \$353,674.02, investment income was \$241,668.16, and sundry receipts \$4,756.32. Normal pre-war registration was approximately 1,800, but personnel from the armed services have increased the enrolment to over 2,300 in the current year.

The expenditures and receipts of the University of Toronto for the year 1944-45 were as follows:

Total expenditures	\$3,354,379	
Total income:		
Provincial grant	1,817,000)	
Fees	1,044,497)	\$3,332,941
Investment income, etc.	471,444)	

To present the financial statistics of the other universities would not add to the illumination, and for various reasons. The University of Western Ontario, in addition to the main colleges in London, has affiliates in Windsor, Waterloo, and St. Thomas; while McMaster and L'Université d'Ottawa are excluded from state aid by their sectarian control.

It would seem that the progressive steps needed in Ontario are:

- (1) Immediate increase in grants sufficient to enable the abolition of all tuition fees in the non-professional courses.
- (2) Increased bursaries which will approximate living expenses.
- (3) A careful investigation of the fees¹ and other retarding influences in all professional courses, to estimate just how far they represent actual costs or needs and how far they indicate a desire of the present members of the profession as a restrictive monopoly to keep admission and competition within arbitrary limits of their own choosing.
- (4) As the whole is greater than its parts, so must the separate interests of doctors, dentists, lawyers, or teachers be subservient to the public interest, and if our democracy is to mean anything the poor but brilliant rural student must have equality of opportunity in the professions as elsewhere. Higher education can no longer remain the privilege of wealth, and all facilities must be provided by the State. The only privilege that a democracy can recognize is the privilege of intellectual attainment, of inherent ability. Anything less is an intolerable social waste. As has recently been pointed out in an account of the success of the famous Springfield Plan, in our day "democratic theory flourishes while democratic practice decays". But obviously the True Democracy is "people - living together as equals".²

¹An investigation made by the Bursar of the University of Toronto would seem to indicate that no fees are excessive, but rather that in some courses they are far below the actual per capita cost of the instruction.

²J. W. Wise, The Springfield Plan (1945), pages 7-8.

We have long suffered, in fact, from a false conception of the State ushered in by the Industrial Revolution 150 years ago. Men impelled by self-interest limited the State function to the sphere of economics, "one of the most damnable heresies", says Professor Joad, "that has ever militated against the happiness of mankind".¹ The criterion adopted then was hard cash, either to the State or to individuals. To spend public money on other purposes, it was held, was to waste it; for even education and health were neglected until it was found that it paid to have a workman in health.² All the amenities were left to private benefactors, and we have the remnants of this antiquated notion in the financing of our hospitals, art galleries, and symphony orchestras.

"Enlargement of the common concern", concludes the Harvard Committee, "is indeed the distinctive character of our age..... Even one generation back, how other people lived was not their business; but all men are neighbors now..... 'War is the great educator', as enemy propagandists have said, though hardly with this in mind. It has shown us that in technical instruction we have been sadly unambitious and unenterprising. It has shown us equally that in general education the strongest incentive comes from the whole man's awareness of his share in the common fate, of his part in the joint undertaking."³

¹C. E. M. Joad, About Education, page 159. Professor Joad is a member of the Department of Philosophy and Psychology in the University of London, England.

²The effect of the recent Family Allowances Act on school attendance has been phenomenal. In operation only a few months, the Act has enabled large numbers of children to attend school, from which they were precluded by lack of suitable clothing. In many rural districts the attendance has gone up from 10 per cent a year ago to 90 and 95 per cent. See The School, January 1946, page 447.

³General Education in a Free Society, page 267.

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Ontario Education, Royal Commission, 1946

Brief #164

(GG:10/4/46:75)

FREE EDUCATION TO THE LIMIT OF ABILITY

Section B: Adult Education

Brief presented to

The Royal Commission on Education

by

Edwin C. Guillet; M.A.

The subject matter of this Brief was presented, before the Brief was complete, to the Council of the Toronto District (No. 7) of the Ontario Secondary School Teachers' Federation, and the Council agreed that the matters involved were very important and should be presented to The Royal Commission on Education.

Consideration of the actual Brief by the District was prevented by its length and by a lack of sufficient time after its completion.

"We have been devoting considerable attention to adult education and the extension of the use of our schools as centres of community activity. It cannot be said too often that education does not end on the day a pupil leaves the schools. Education is a continuing and expanding process throughout our whole life..... Any major changes,...must await the report of the Royal Commission on Education."

- The Honourable George A. Drew
Premier and Minister of Education

"To satisfy its yearning for knowledge a current of youth flowed from the Folk High Schools to the agriculture schools, and when it afterwards passed out into life it did so with a strong feeling of fellowship and a desire to work for common progress."

- Begtrup, Lund, and Manniche
The Folk High Schools of Denmark
and the Development of a Farming
Community.

Section B: Adult Education

(1) Why We Need Adult Education

Chapter

- I Crime and Punishment
- II Alcoholism and Prostitution
- III Sex Education and Divorce
- IV The Prevention of Exploitation
- V Racial Discrimination
- VI An Intelligent Electorate

(2) What We Have and What We Need

Chapter

- VII Adult Education Elsewhere
 - (a) England
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- VIII Adult Education in Ontario
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- XI What Ontario Needs in Library Services
- XII Museums and Art Galleries
- XIII Symphony Orchestras
- XIV Education by Motion Pictures
- XV Education by Radio
- XVI Community Centres
- XVII Rural Education
- XVIII Education for Intelligent Living
- Conclusion

(1) WHY WE NEED ADULT EDUCATION

Chapter I .

Crime and Punishment

Adult education is needed to enable our citizens to recognize inequities in the administration of justice and to impel legislation to rectify them. In the introduction to an earlier brief we gave in some detail Attorney-General Conant's address on "The Injustice of Justice"; here we are concerned with a more intelligent appreciation of the causes of crime and of the need for rehabilitation of those convicted.

Royal Commissions have sometimes been appointed with other hopes than that they will bring out facts on a given subject. They have been appointed at times to obscure truth or whitewash something or other, a result which can usually be effected by a careful choice of commissioners and restricted terms of reference; and everyone has observed the facility with which Reports of commissions have been pigeonholed when it suited some government's convenience to do so. Brigadier-General D. C. Draper, President of the Prisoners' Rehabilitation Society and until recently Chief Constable of the Toronto Police Force, points this out with relation to the Archambault Report condemning our prisons.

"In Britain", he says, "we see young juveniles saved by the famous Borstal system which classifies offenders and segregates them in groups defined by their offenses, their amenability and other characteristics. They are not permitted to enter institutions which have been dubbed at times 'schools of crime'."

The Archambault Report on our prisons points to the crying needs in that final bastion facing crime. As Canadians, we should blush at reading it. Non-Governmental efforts alone have prevented Canada having a far worse record of major crime repeaters than we have.

The police of Canada are on record as demanding heavier penalties for repeated crimes of violence. Their association has passed resolutions seeking that end. But the penalties sought, it is the hope of intelligent police officials, must correct as well as punish. Why pile cost on cost in penalizing men who might become assets to society instead of embittered, case-hardened criminals?

Other countries have faced the rude facts and overhauled their jails and penitentiaries. They have taught men honor, as well as trades, as those men paid the penalties of their crime. They did this by ending the barbarous conditions in their prisons, by wiping out practices that found birth in the dark ages. They did this by acting on information compiled by competent bodies whose reports were not pigeonholed permanently.

Crime can be prevented. But it requires intelligence, understanding and courage. Canada proved possession of all these during the past six years. It still possesses them."¹

¹This excerpt is from an excellent article in the Toronto Globe and Mail, February 23, 1946, entitled "Overhaul Penal Laws, Revise School Systems, Draper Anti-Crime Plea".

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We can, as could General Draper and Chief Justice McRuer much better, give many examples of savage and inhuman treatment meted out, not merely to criminals but to persons arrested as "material witnesses" and held for weeks without trial in this land of Magna Charta and Habeas Corpus; but instead we will merely point out that the most noticeable evidence of leniency in our treatment of criminals was in the treatment of convicted (but wealthy) stock-market racketeers who had swindled thousands of our citizens out of their life savings. The punishment of these men was eased by placing them at Collins Bay Farm, near Kingston, while the poor, as well as a group of political offenders sentenced to the penitentiary at the same time, served their sentences in the prison.

The most recent and one of the most authoritative works on criminology goes into great detail on the causes of crime. Its author collates various investigations that have been made throughout the world and finds that crimes against property are largely caused by the unequal or inequitable distribution of wealth, by unemployment, by poverty, and by stark need.

"In almost every case", he says, "a parallelism between need as measured by the increased prices of commodities or by industrial depression and crimes against property has been easy to show."¹

In Chapter XI of his book Professor Gillin treats crime from the point of view of its causes - "Social Factors: the Home, Playground, and School." In great detail, with instances and case records, he describes the conditions leading up to juvenile delinquency and crime. Inadequate housing, vicious home life, lack of wholesome recreation, overcrowded living conditions, degenerate and cruel parents, hard work without relaxation - each of these has created delinquents by the thousands.² Even schools have goaded children into crime when mentally abnormal teachers "possessed of a belief in absolute right and wrong" have intolerantly imposed their authority and warped the child's personality.³

Chief Justice McRuer of Ontario has several times pointed out the relation of economic status and broken homes to crime and delinquency. In a recent address in Hamilton he expressed admiration for the British system of treating criminals, with direct and implied criticism of our own antiquated methods. He emphasized the great need for a general system of probation in Ontario, and pointed out that any intelligent treatment of crime must include as well prevention, segregation, industrialization, and rehabilitation. "We must sentence the individual and not the crime", he said in reference to the fact that little or no consideration is given in Ontario to the background of accused persons.⁴

¹Professor J. L. Gillin, Criminology and Penology (1945), p. 135.

²A recent press despatch from Canberra, Australia, stated that the Capital was entirely without crime and juvenile delinquency, and gave as the reasons that there were no slums and no housing shortage.

³Gillin, p. 185.

⁴Toronto Globe and Mail, February 23, 1946. Chief Justice McRuer was a member of the Royal Commission on Prisons.

A series of public-spirited articles in the Toronto Globe and Mail give the facts of the situation, and they are such that should make every Canadian ashamed. From 1900 to 1944 our population has increased 120 per cent and our indictable crimes 625 per cent. Through the sane and humane Borstal system England and Wales have cut their prison population to one-quarter in twenty years; and their total commitments for indictable offences in 1942 were just that fraction of ours in proportion to population. In 1938 a Royal Commission appointed by the Dominion Government found that 188 prisoners then in Canadian prisons had been convicted an average of 19 times each, with nothing done to rehabilitate them. The Commissioners recommended 88 specific reforms, but the whole Report was pigeonholed and we have continued merrily on our way oblivious to the fact, as Ralph Allen says, that our prison system has many of the characteristics exposed by John Howard and Elizabeth Fry in the eighteenth century. Mr. Allen finds that our prison administration -

"is 50 years out of date physically, 100 years out of date morally, and still lies under the official indictment of one of the most damning reports any public institution has inspired since the days of Dickens. Canada faces a postwar crime wave brandishing weapons the inadequacy of which the men who wield them are the last to dispute. The nation knows how to catch criminals and how to get convictions against them in the courts, but it doesn't know what to do with them after that!"¹

Everyone knows Victor Hugo's classic Les Misérables, with its story of Jean Valjean and the saintly Bishop who could see enduring human values in the criminal that all others persecuted. We need adult education to reform a way of life which encourages crime and delinquency, and to create an enlightened public opinion that will no longer tolerate a materialistic society whose main concern is not people but profits; to change a way of life in which the gap between the poor and the rich is every widening; in which the administration of justice, as Attorney-General Conant said, has one penalty for the rich and another for the poor, and can think of nothing to do about the injustice but intensify the savage punishment of crimes against property. As the Pope put it, we need "a new order based on truth, justice, and love".²

CHAPTER II

Alcoholism and Prostitution

We need adult education to enable our citizens to formulate an intelligent policy on the twin evils, alcoholism and prostitution. At present in Canada both are financial enterprises, and in the former our governments are partners with the manufacturers of alcoholic beverages; in fact, so much profit accrues to the Dominion and Provincial governments that for all practical purposes the sale of liquor is a state racket. A study of the 18th Report of the Liquor Control Board of Ontario (1945) shows that 45,698,226 gallons were sold in the year from April 1, 1943, to March 31, 1944, for a total of \$43,907,838.35. The cost after brewers and distillers had made their profit was approximately \$24,000,000, for the declared profit of the Ontario Government on the year's

¹Ralph Allen, "Archaic Prison Modes Mirrored in Records of Crime Repetition", Globe and Mail, February 25, 1946, et seq. There is even a "Madman's Row" for the insane in Kingston Penitentiary!

²Address, February 25, 1946.

operations was exactly \$20,000,000, or about 84 per cent. But we find that customs and excise duties and taxes were paid to the Dominion Government to the total of \$32,638,280.12, so that the total revenue or profit to both governments on a cost price of under \$24,000,000 was \$52,638,280.12; and as a share of hotel fees was refunded to municipalities to the amount of \$319,058.62, the grand total of government profit was \$52,957,338.74. This provides a noteworthy example for private enterprise to follow, for the total revenue is 221 per cent on the cost of the liquor as purchased from the manufacturers.

Assuming that intemperance and alcoholism are the enemies of society, not drinking per se, we have yet the unfortunate fact to face that so-called government control has been nothing more than government sale, and high-pressure sale at that; for the brewers and distillers have been permitted to advertise even where it is illegal. The consequence is that the Dominion's liquor bill for 1944 is estimated to be \$360,000,000, almost five times as much as it was five years ago. It is apparent, consequently, that we are rapidly becoming a nation of liquor addicts. Statistics for all provinces are not available, but if Manitoba is representative, half the adult population hold liquor permits.¹ The long queues lined up to get liquor are a disgrace to our civilization.

The relation of alcohol to crime is illuminating. It is found that unemployment leads to liquor, and liquor to crime. Half of all inmates in Canadian penitentiaries reached that unfortunate position with alcoholic drinking a contributory cause; while 90 per cent of those in jails for misdemeanours fall into the same category. In the United States alcoholism is the fifth most prevalent chronic disease, for there are 2,000,000 intemperate drinkers and 600,000 alcoholics; and with one-tenth of their population Canada has probably one-tenth of these figures in the same categories. Professor Joslyn Rogers, provincial analyst and criminal investigator, stated in a recent address that 45 per cent of all highway accidents are caused by drunken drivers or drunken pedestrians; and he pointed out that while some years ago the alcoholics were themselves (with their families) the chief sufferers, now, with increased speed rates, society as a whole provides the victims of their recklessness. He said, too, that there was no absolute criterion except the blood test, for some people were unstable drivers after drinking but very little.²

Numerous cures for alcoholism, real or pretended, have been advanced and are continually being advanced, but we have no intention of detailing them. There have, too, been suggestions from every source, interested and philanthropic, as to ways and means to cut down the amount of drinking. The following excerpt from an editorial in a Toronto newspaper indicates the range and source of these remedies:

"What is notable today is that the liquor interests have joined the temperance forces in decriing present conditions. Wets and dries say things are not working out well, that unseemly conduct features a number of beverage rooms. Most citizens think that the women's beverage rooms are the worst blot on the system. Toronto police authorities report that fights in beverage rooms usually are over a woman. But

¹In Manitoba the average annual amount spent by half the adult population is \$56.25.

²Address in Toronto, February 19, 1946.

whereas the temperance people argue that a firm enforcement of the law would improve conditions, the liquor interests desire an increase in the facilities for obtaining liquor. They suggest that if liquor were available on every hand at all times the amount of drinking would decrease. It seems to be obvious, human nature being what it is, that the liquor interests would not propose this remedy if it would have the effect that they say it would have. Nor would temperance workers be opposed to it. In the days of license reduction campaigns thirty and forty years ago drunkenness and crime declined almost pro rata with the number of drinking places.¹

The prostitution evil, which flourishes particularly in our large cities, sometimes obviously with police protection, will never be solved by the methods of approach at present in vogue in Canada; and it is obvious, too, that if we await further perfection of prophylactics, venereal disease will be prevented but prostitution popularized. Like crime and juvenile delinquency, prostitution is basically the result of commercial exploitation and low economic status. Our method of raiding houses and fining the unfortunate girls is worse than useless, for it penalizes those who are not responsible. Until we educate our people to the need of legislation prosecuting the owners of all houses of ill fame (for high rents are paid and no questions asked in this lucrative business) we can expect to see prostitution prosper and increase. It would appear that Russia has made the only intelligent approach to the evil by prosecuting and driving out of business those who batten on the sale of women's bodies, by providing decent employment and other rehabilitation for the girls, by educating and hospitalizing those who need it - in a word, by placing the sin where it belongs, on the exploiters not the exploited. We need adult education to provide an intelligent public opinion that will not tolerate such inhumanity; that will enforce improved economic status for the depressed classes; that will value human personality and potentialities above profits.²

CHAPTER III

Sex Education and Divorce

The need for sex education is becoming more and more pressing. The removal of all sorts of taboos dating from the days of the Puritans is only part of the need. We believe that the following excerpt from a radio address delivered recently by the Reverend Dr. C. E. Silcox, places the issue squarely where it belongs:

"We should leave nothing undone to instil in the minds of our youth, even in their tender years, proper and sane ideas regarding sex, marriage, and the home. Indeed, there is no medical substitute for this method. Sex education is, one may grant, a difficult question, because those who teach it need a familiarity with more than the laws of biology. It is the unwillingness of modern men and women to face the deeper issues of life and its meaning...that is responsible for so many of the irrationalities

¹Toronto Daily Star, February 21, 1946.

²For the Russian method of attacking the twin evils, prostitution and alcoholism, see Dyson Carter, Sin and Science.

of our time.

If parents have themselves no sound understanding in this highly dynamic sphere, how can they give proper guidance to their children? If teachers in the schools have neither the deeper understanding nor the experience, how can they be expected to set the standards? If the moral leadership of the church is, on this point, either distorted or confused, how can it hope to secure effective action in this sphere? But the provision of such ideals challenges all three, the home, the school and the church.

By reason of its dynamic characteristics, sex must either be regarded as holy or it will be conceived in a degraded form. There does not seem to be any middle ground. Since the last war the vendors of the salacious have had their innings. The time has now come for those who believe that sex, truly and nobly conceived, and harnessed to worthy ends, may inspire heroic and sacrificial living, to hold high throughout society sane and healthy ideals of living, especially of marital fidelity and the sanctity of the home."¹

Our unintelligent treatment of sex education is paralleled by an equally unimaginative presentation (if any at all) of marital problems and divorce. Child and adult education alone can lessen the necessity for divorce, and education alone can provide the enlightened public opinion that will impel legislation.

That this is necessary has long been known among members of the Bench and Bar, but only recently has the real nature of the evil been exposed to the general public. We quote from a careful investigation by Wilfred List:

"The divorce boom in Ontario that has traced a smooth, climbing line across the Province's statistical charts in the last six years, has been reflected by a similar upward movement in the financial standing of lawyers who specialize in this type of legal work.

For in addition to the basic ingredients of a divorce action - a broken home, marital infidelity, all unfolded before a judge of the Supreme Court of the Province - the parties to the divorce action must have the money to set in action the machinery severing the marriage ties.

The cost of divorce in Ontario ranges from \$280 to perhaps a \$1,000 or upward, depending upon the circumstances and the financial ability of the parties seeking divorce to pay the shot.

¹Delivered February 6, 1946, and reported in the Toronto Globe and Mail of the 7th. See also "New Approaches to Sex Education", by Professor S. R. Laycock in The School, December 1945; and "Sex in the Classroom", Reader's Digest, February 1946, condensed from Collier's. The latter article refers to the University of California, where 2,700 students aged 16 and over voted 99 to 1 in favour of sex education "with no punches pulled". An excellent book on the subject, recently published, is Paul H. Landis, Adolescence and Youth (1945).

Multiply this by the approximately 1,600 divorces granted in Ontario last year and you have a picture of the big business character of divorce actions.

In the Province of Ontario, as in most Provinces, adultery is the only ground the courts will accept for divorce.

The cost of divorce begins to mount steeply where it is necessary to obtain the services of a private detective to ferret out evidence of infidelity.

Fees of private detectives employed by lawyers vary with the circumstances. Many private detectives charge \$8 a day plus expenses. Sometimes it may require several months to secure the needed evidence.

Other detective firms operate on a basis of a \$100 retainer plus an additional \$100 if the necessary evidence is obtained. Lawyers have known detective fees to run from \$25 and \$50 to as high as several thousand dollars.¹

Those in the business know that collusion between the parties is a common occurrence, and those who want a divorce but have been honest enough to avoid adultery are forced to allow one party to be "framed" in a compromising position to obtain the "evidence" demanded by the law. We may not agree on the advisability of divorces or the extension of facilities to obtain them, but surely there should be no difference of opinion among intelligent people on these general principles: (1) that the granting of divorces should bear no relation whatever to ability to pay, which is just another survival of the Age of Privilege, of discrimination in favour of the rich and against the poor; and (2) that divorce, if it is unavoidable, should not be a lawyers' financial racket, but a state service, like the marriage that has preceded it - available to all on equal terms. Only adult education can produce an enlightened public opinion that will remedy such a state of affairs.

CHAPTER IV

The Prevention of Exploitation

Adult education is imperative to protect our citizens from high-pressure advertisers and unscrupulous propagandists. Not only will they then force the passage of legislation preventing such misrepresentation, but the general run of people will, by the force of education, become less gullible. The latest Report of the proceedings of the Ontario Educational Association contains a highly illuminating study of the code of ethics of national advertisers. The article relates closely to the type of advertising that promises to make everyone smell sweet, relieve us of halitosis and B.O., whiten our teeth,² make girls' lips kissable and kiss-proof at the same time, and offers

¹"Divorce Boom", Toronto Globe and Mail, January 10, 1946, p. 4.

²It has just been announced on Radio Station CKEY that we are to have a "National Aspirin Week in Canada"! Can high-pressure salesmanship possibly become any more ridiculous? We assume the hope is to dull still further our finer sensibilities!

to sell sex-appeal by the ounce, yard, or dozen, as required: in general, to make us all supermen and glamour gals in the approved American way.

"In contradistinction", says V. S. Blanchard, "to parental and community pressure for a sound school program in health, there are many maleducative and misleading forces in the community that undermine and destroy much of the good that is attempted in our public schools. You have only to read the health advertising in the daily papers and in the periodical magazines, and listen to it on the radio to be convinced of this. It is so effective that it has been said that if a school-teacher would brush her teeth with Forhan's, put Kreml on her hair, and drink half a bottle of Nervine she could go to her superintendent the next morning and tell him to go to hell. If schools had a fraction of the money spent in advertising dubious "cure-alls" they could do a splendid job in scientific health teaching.

Unfortunately for those of us who are deeply concerned with supplying boys and girls with accurate and scientific health knowledge, the lay public accepts statements regarding health made over the radio, for example, altogether too gullibly. A dissertation on the validity of radio health information has recently been published at Temple University in Philadelphia. It is an exhaustive and excellent analysis of the problem. I commend it to you for careful study. Two hundred and thirty-six radio statements on health were used as a basis for the author's study. Typical statements are:

BiSoDol quickly relieves acid indigestion.
 Four-Way Cold Tablets, made with aspirin, will relieve aches and pains.
 Doublemint Gum helps your teeth and gums by providing needed exercise.
 Those who use Duz will be free from wash-day sneezing.
 Anybody can drink Sanka and sleep.
 Colgate's Tooth Powder will sweeten your breath.
 Chewing Wrigley's Gum relieves nervous tension.

The author's findings and conclusions are as follows:

Of the judges who evaluated the statements used in the radio commercials of the selected products, the experts rated only 6.36% of the statements to be true, the health education teachers judged 6.78% to be true the unselected graduate students 11.86% and the layman 41.53%.¹

It is apparent, consequently, that fooling the public by the type of misrepresentation that used to be restricted to circuses has now become the favourite but by no means the only financial racket of the day. There are, as

¹Ontario Educational Association Report, 1945, pp. 107-15. See also J. V. McAree's attacks upon the abuse, Globe and Mail, May 11 and 17, 1945, and Babson and Stone, Consumer Protection, p. 77. Insulin, discovered at our own University of Toronto, has been allowed to come under the control of a cartel which exploits two million diabetes sufferers; see Dyson Carter, So You Can't Have Health, and Wendell Borge (Deputy Attorney-General of the United States), Cartels, the report of an official investigation into all sorts of commercial exploitation.

everyone knows, numerous monopolies and cartels in Canada as elsewhere, overcharging and otherwise exploiting the general public; and they are able to continue operations as a result of power politics, propaganda, and public ignorance of the facts. We need adult education to enable our citizens to distinguish legitimate business from high-pressure rackets, as the Prime Minister of Canada recognized when he said recently:

"We are not going to continue to have the resources of the earth, which are the common heritage of all, become the property only of the few. These things should not be. There should be no monopolies by the few while thousands walk the streets in poverty.... Those who do not have a fair share of the things of this world are demanding that they get it. They will get it by revolution or some other way."¹

Perhaps the generous way would also be the easy way. But the world's best thinkers are all moving in the same direction. A noted English educationist concludes that something higher than greed for wealth must become the ethical basis of the future. He points out that the opposition to education down through the ages has always had a selfish motive. One manufacturer put it honestly enough when he said that in his opinion the sole function of workers is that they work for their betters. "Education", he said, "makes them harder to persuade that what I want them to do is for their own good"; and another pushed the old idea that too much education was against religion, for if labourers read too much they may question their complete happiness and the motives of those who control their labour.²

"Like most other good things", said the Honourable James A. Gardiner, Dominion Minister of Agriculture, "the ability to make profits can be and has been used to exploit the masses. The masses have made up their minds that any exploitation which prevails must cease."³

Much would be accomplished in this world if we could educate men into a state of mind in which they will refuse for themselves a standard of luxury purchased at the expense of the destitution of their fellows.

"And that is called enterprise", says the philosopher Henry David Thoreau relative to exploitation. "The philosophy and poetry and religion of such a mankind are not worth the dust of a puff-ball. The hog that gets his living by rooting....would be ashamed of such company."⁴

¹Address of the Right Honourable W. L. Mackenzie King at St. John, New Brunswick, June 5, 1945.

²Professor C. E. M. Joad (University of London), About Education, pp. 160-1.

³Address before the Empire Club, Toronto, February 14, 1946.

⁴Life Without Principle, in Walden and Other Writings of Henry David Thoreau, p. 717.

Unless we are prepared to maintain that business is the be-all and the end-all of existence we must do something about these problems. In his famous book on education Sir Richard Livingstone emphasizes the need for some other basic principle if we are to be a free society. He calls the false basis "Acquisitiveness", and our era "the Age without Standards":

"Commercialism helps the chaos. For the aim of commerce is not to sell what is best for people or even what they really need, but simply to sell: its final standard is a successful sale.... Every advertisement page, every platform on the Underground Railway, preaches a sermon on the Virtue of Acquisitiveness. 'Here', they say, 'are goods necessary to your happiness - beer, motor-cars, whisky, cigarettes, permanent waves, collars for discerning men'..... The advertisers have no qualms in enforcing their doctrine, no objectivity, no respect for delicate consciences, no interest or scruple about effects on character. They have something to sell and they mean to sell it..... This hoarse clamour drowns the low voices of right values, reason, even of commonsense."¹

The type of advertising that floods our nation, says the Harvard Committee, is "a potential threat to the consumer's judgment"²; and the world-famous financial expert, Roger Babson, says: "The present profit system may be facing a death sentence unless something is done for the consumer."³ It is obviously no longer possible to persuade intelligent people that advertising which is 6 per cent true and 94 per cent false is in anyone's interest but the seller's.⁴

We submit that we can no longer permit the commercial tail to wag the democratic dog.

CHAPTER V

Racial Discrimination

Among the disquieting evidences of the great need for adult education is the vicious attitude that many of our people, rich and poor alike, adopt towards "foreigners", Jews, Negroes, and almost any other group that their mistaken sense of superiority urges them to persecute. Well-to-do people are very much the worst offenders, for our way of life has not only given them the opportunity to accumulate fortunes - often at the cost of exploiting the great

¹Sir Richard Livingstone, *Education for a World Adrift*, pp. 10-11 and 114-15.

²General Education in a Free Society, p. 266.

³Babson and Stone, Consumer Protection: How It Can Be Secured, introduction.

⁴"I will confess", says H. G. Wells in one of the world's best novels, "that when my uncle talked of cornering quinine I had a clear impression that any one who contrived to do that would pretty certainly go to jail. Now I know that any one who could really bring it off would be much more likely to go to the House of Lords! The quickest way to get wealth is to sell the cheapest thing possible in the dearest bottle." (Tono-Bungay, pp. 62 and 124-5.)

1. The first part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

2. The second part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

3. The third part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

4. The fourth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

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10. The tenth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

11. The eleventh part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

12. The twelfth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

13. The thirteenth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

14. The fourteenth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

15. The fifteenth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

16. The sixteenth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

17. The seventeenth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

18. The eighteenth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

mass of the population - but it facilitates the thoughtlessness with which many of them flaunt their riches before the public gaze. It is found, consequently, that these people commonly have a contractual or tacit arrangement to keep certain classes of people from owning a home in their neighbourhood or even erecting a place of worship. Since all such snobbery and discrimination is the best evidence that, socially speaking, these people have never reached adult status, we will develop some of the most glaring instances that have recently arisen in Canada. They are:

- (1) A projected meeting of UNRRA at Montebello, Quebec, had to be cancelled because the Seignior Club excluded Jews, and Herbert Lehman, Director-General of UNRRA is a prominent Jew.
- (2) An incendiary fire burned Beth Israel Synagogue, Quebec City, on May 21, 1944, after unsuccessful efforts to keep the Jews of that city from erecting it.
- (3) In Ontario, particularly in Toronto, Hamilton, and Windsor, millions of dollars' worth of property has long contained restrictive covenants forbidding sale to Jews, Negroes, and numerous other racial groups. On October 29, 1945, all such restrictions were voided by an Ontario Supreme Court judgment.
- (4) Numerous summer resorts, golf clubs, skating clubs, and similar organizations in Ontario have tacit or definite discriminatory policies precluding all who do not qualify under some such restriction as "For Gentiles Only".
- (5) Two Canadian universities, Manitoba and Toronto, have been publicly accused of discrimination against Jews, and a mere denial is, of course, no refutation of the charge.

The Ontario Government has done something highly commendable in passing the Racial Discrimination Act of 1944, in large measure in response to memoranda submitted by J. B. Salsberg, M.L.A.; but only education can permanently cure the evil. It has often been noticed that children see nothing incongruous or objectionable in foreign or Negro children until their uneducated parents poison their minds. Commercial rivalry, economic jealousy, racial prejudice, and religious bigotry have been underlying causes of almost all wars, and the lengths to which mass hatred will go have been recently demonstrated by Nazi Germany. The great orator, Edmund Burke, deplored the tendency in his day to indict whole races for the misdeeds of a few of their nationals. At a recent meeting of the World Alliance for International Friendship it was suggested that a fifth freedom - Freedom from Hate - be added to the Four Freedoms of the Atlantic Charter.

In Russia the preaching of national or racial superiority, hatred, or contempt is a state offence punishable by law. Schoolchildren are taught to be tolerant, and all schools take pride in the number of different races and cultural groups represented in their students. The famous Springfield Plan, in Massachusetts, is a noble experiment in true democracy.

"One essential to success", says a commentator on the Plan, "is freedom from racial and religious intolerance. Schools and libraries can promote among young and old the understanding and sympathy that lead to tolerance. That is the core of the Springfield Plan."

And that it works is apparent from the simple, unvarnished comment of a Springfield citizen, "Now when I see a colored person on the street I really look at him as a person."¹ With similar education our citizenry could act with equal intelligence.

CHAPTER VI

An Intelligent Electorate

The world authority on education, Sir Richard Livingstone, in a book recently sent to all the teachers of Ontario with Prime Minister Drew's compliments, points out that an educated electorate, as in Denmark or Sweden, is needed to make democracy real and vivid, to prevent voters from being the victims of vicious propaganda and insidious misrepresentation at election time - in fact, at all times. Sir Richard observes that economic pressure precludes the masses from effective participation in public affairs, so that they are easy victims of politicians and demagogues with axes to grind and plenty of money to spend in the grinding. In Canada, as Sir Richard finds to be true in England,² from 70 to 80 per cent of the electorate is comprised of those whose formal education stopped at 14 to 16 years of age; and adult education is the solution if public opinion is to be of any value, if we are to be anything but a democracy controlled by pressure groups.

Meanwhile the chief educator of adults is the press, of which by far the greater part represents the honest opinions of the editorial staff. In comparison with periodicals of the past, however, our press in general suffers.

"The newspapers of today with the biggest circulation are on a lower level than any published fifty years ago", says Sir Richard Livingstone. "In the last century there were no football pools, no nation-wide organization of betting, no litter nuisance; the drama may have been poor, but it did not fall so low as most films of our time. Do not blame the masses for this; blame the newspaper proprietors, the film magnates, the organizers of pools; and let us blame ourselves, who have left the masses without the higher education which might have given them an antidote to the poison."³

It would almost appear, in fact, that our object has been to educate the masses just enough to keep them amused with the comic strip and the sporting page, but not enough to perceive how they are being depressed and exploited.

But the press contains much besides editorials and news. The annual reports of banks, trust, loan, and insurance companies are widely publicized at great expense. Among others who intermittently gain the public eye may be mentioned moderation leagues, temperance federations, labour organizations, cockroach exterminators, prohibitionists, informational associations, political parties, and organizations of one kind or another alleging that they represent

¹J. W. Wise, The Springfield Plan, pp. 104-124.

²Sir Richard Livingstone, The Future in Education, pp. 2 et seq., and his preface to Forster, School for Life: A Study of the People's Colleges in Sweden (1944)

³Sir Richard Livingstone, Education for a World Adrift, pp. 8-9.

the defenders of freedom or privilege to do something or other. For our present purpose it matters not at all whether every word they say is true and in the public interest; what does matter is the concentrated wealth which enables some of them to advertise so extensively, and in others who have less funds it is equally important to know the source whence they came and the object of the publicity.

After all, if we are a democracy the whole is greater than its parts. We cannot, as the Right Honourable Ellen Wilkinson recently put it, continue to fool people by elevating prejudices to principles and then proceeding to crucify everyone who differs.¹ If we are a democracy we must organize discussion groups and develop adult education along the lines of the Springfield Plan. Here is the way the inhabitants of Springfield, both children and adults, are trained to be intelligent, to use their minds in reaching decisions, and to distinguish special pleading from truth:

"The study of 'Public Opinion and How It Is Influenced' is stressed in preparing Springfield's youth to analyze conflicting viewpoints and reconcile the hostilities of different groups within our democracy. To this end, students are encouraged to examine the whole field of public opinion: what it is and how it is formed; by whom influenced and how it is changed; how it is affected by propaganda and prejudice.

Public opinion is analyzed in terms of the agencies that create it. Thus newspapers and magazines, the radio, motion pictures, the church, the school, polls, and events are examined in the classroom to see how each affects public thinking and action. Similarly, pressure groups such as political parties, labor organizations, business associations, lobbyists, and special interest groups come under scrutiny to see how far they represent genuine needs and to what extent they reflect special pleading.

Finally, students question themselves in regard to their own prejudices, wishful thinking, tendency to use stereotypes instead of realities in forming their own judgments. The recognition of the dangers involved to the community and to their relations with others becomes a point of departure for acquiring opinions based on fact, not propaganda, on evidence not hearsay, on research not rumor."²

This is not the full solution, but must be supplemented by activities of other types. In Saskatchewan all important speeches in the Legislative Assembly are at the present moment being broadcast. This is a move in the right direction, for whatever worthwhile is said in Parliament should be available to those whom the speakers represent; for otherwise the press reports may garble or "slant" the addresses or ignore them altogether.

Public spirit - or the lack of it - is noticeable in some districts. Where the population, for one reason or another, falls far behind in education, culture, and the good life generally, there must be state aid in raising their standards. The Harvard Committee, in pointing out that many children leave - or are taken from - school just when they are most impressionable, studied the force

¹Miss Wilkinson, Minister of Education of Great Britain, spoke from England by radio on February 13th.

²J. W. Wise, The Springfield Plan, p.88. See also the address that was the highlight of the 1945 Ontario Educational Association convention, "Education for Intelligent Living", by Dr. H. C. Newland, then Supervisor of Schools in Alberta.

of wartime adult education in remedying a condition arising from low community standards.

"Between June 1, 1942, and May 31, 1944," says the Report, "some two hundred thousand 'functional illiterates' were inducted into the armed forces. Considerable numbers of those went to school, often with results which put previous efforts to teach them to shame..... What had been holding them back? The answer is, low educational standards within their communities. A community which regards illiterates as normal, or tacitly exempts them from higher standards as incapable of anything better, takes from them the one thing that might help..... It is the responsibility of the schools to see that what has been learned about illiteracy in the war-training effort is not overlooked in peacetime."¹

Adult education on a wide front is essential if public opinion is to be a reflection of general intelligence, not the reaction of ignorance to propaganda.

CHAPTER VII

Adult Education Elsewhere

(a) England

The Anglo-Saxon nations, which have done so much to develop political democracy, are not those to which we turn for leadership in the principles and practice of social and economic democracy. We have been all too ready, as numerous world authorities have pointed out, to emphasize the theory of the true democracy and to fall far short in the application of the principles in our daily life.

The recent war interrupted many advances in adult education that were planned in England, but the suffering of that period of "blood, sweat, toil and tears" showed the inhabitants what could be achieved by co-operation. Much of English progress in adult education, as in Ontario, has been due to the Workers' Educational Association. In 1938-39 there were 66,966 students in the W.E.A. classes, but it is apparent that the great mass of the population have not been educated. The more intelligent have progressed greatly in their search for knowledge, but millions of workers are untouched by this admirable movement.

They are, however, by no means untouchable. An experiment in Queen's University, Belfast, during the Great Depression showed this very clearly. Unemployed workers who had left school at age 14 were organized in classes in the drama, and they rose to the occasion with alacrity, playing successfully a translation of Sophocles' Philoctetes, and Marlowe's Dr. Faustus.² It is a truism that the taste for art and poetry is universal, in no sense restricted to our favoured classes - if, indeed, their pursuit of wealth has not dulled their

¹General Education in a Free Society, p. 255.

²See Sir Richard Livingstone, The Future in Education, p. 41. If anyone has any doubt in the matter there are numerous surveys and achievements to prove it; for example, Edward L. Thorndike, Adult Learning, and Frank Lorimer, The Making of Adult Minds in the Metropolitan Area.

appreciation of the better things of life. Almost everyone enjoys some kind of music, some kind of art and poetry, but opportunity passes most people by except for the cheapest productions. It is the great task of the present to remedy the deficiency.

The chief other agencies of adult education in England are Men's and Women's Institutes, Townswomen's Guilds, Unemployed Centres, Community Clubs, the Rural Music School, and the British Drama League. These organizations, as have some of their counterparts in Canada, have given the lie to the slander that the enjoyment of the cultural is a monopoly of the highly educated or socially exclusive.

Then there have been sewing clubs of miners' wives and similar associations in the cotton and woollen districts of Lancashire and Yorkshire; and there are classes in public health services, nursing, cookery, and child welfare. In West Cumberland in 1937-38 women's clubs included in their activities not only dressmaking and cookery, but also handicrafts, weaving, physical training, joinery, drama, choral singing, geography, biology, literature, psychology, European history, and foreign affairs - a liberal education for people who had lacked the opportunity of adequate training in youth.

Such self-help points the way to the future, but the demand long awaited an answer in vain. A start has been made with nine residential adult colleges, and though only 300 people were in attendance prior to the War - and they were too predominantly intelligentsia - the germ of development is there. Instead of private, casual, and episodic response the need must be met by social planning, co-ordinated method, and large-scale organization, and it is being met by the new administration recently elected.

(b) Scandinavia

It is our remote ancestors, the Scandinavians, to whom we turn in our search for a model for adult education. Across the North Sea the four related nations - Denmark, Norway, Sweden, and Finland - have over 200 adult colleges. The annual enrolment is over 12,000 in Denmark and Sweden alone. Denmark inaugurated the idea a century ago¹ while we in Ontario were contending that only members of one church should be educated in the State university. A few years later Sweden adopted the idea of adult colleges. Fortunately for these peoples, they missed many of the great evils attendant upon the Industrial Revolution, and their many fine characteristics indicate that it is no mere chance that other nations look to them for leadership in intelligent living, that the Nordic type is a world model.

Denmark, a predominantly agricultural country, has 57 people's colleges for a population somewhat less than that of Ontario, where there are none. The result has been that in a few decades Denmark has changed from a poor and backward country to a flourishing, up-to-date, and highly democratic nation; while, outside of the privileged classes in the large cities, and a few thousand in select economic groups, Ontario is characterized by hundreds of thousands of people dwelling in squalor and misery in centres of population like Toronto, and their counterpart in remote rural districts living in isolation and ignorance, 40 per cent of the population not even having access to libraries.

¹See Andeas Bojo, Ernst J. Borup, and Holger Rützebeck, Education in Denmark: the Intellectual Basis of a Democratic Commonwealth.

Our needs are the more apparent when we see what others have. In Denmark the adult colleges have a pronounced humanistic basis, history and the Danish language being prominent in the courses of study. Both men and women attend in almost equal numbers, but the men predominate in winter, the off-season for agriculture. In 1925-26 ten per cent of the enrolment were industrial workers, though factory workers are not numerically prominent in Denmark. In Sweden the colleges are more largely co-educational, and there is more attention to science. There is specialization, too, upon a civic sense of responsibility, upon the formation of character by the study of great personalities, with the obvious result that there is a distinct tendency to emulate the great whose biographies they have investigated. The sixty People's Colleges in Sweden have an enrolment that increases year by year.

In both Sweden and Denmark the advantages of the adult colleges are carried to remote regions by lecture associations led by the members and faculty of the colleges. In Denmark, for example, there were in 1927 over 1000 lecture associations averaging 100 members each; and in addition there were 50,000 members of Youth Unions. By these means an advanced social life, dramatics, arts and crafts, and a clear conception of enduring values in cultural and community life, its privileges and responsibilities, are instilled into the general population. People are taught, or rather teach themselves, how to co-operate; they learn that the good life is not the exploiting of the many by the privileged few, supported by a legal system that facilitates the abuse, but rather a living together in harmony where the ambition of each tends towards the fulfilling of personality for all. Their education gives them no superiority complex, no feeling that the world is their oyster to the exclusion of their fellows; nor does it make them too good for their old work. On the contrary, independent observers note that after a few months at college they return as better workers in farms and crafts, with renewed vigour and broadened horizons.¹

(c) American Republics - Argentina

Much has been done in various parts of North and South America in raising civilian morale by adult education. In many states of the American Union the hardship and isolation of rural life has been ameliorated by Women's Institutes and other voluntary organizations, much like our own. Some of the more progressive States have developed effective social centres which encourage crafts in the home, develop co-operative enterprises, and stimulate interest in both agriculture and home economics.² But we refrain from developing these in detail and pass on instead to the Argentine Republic, a country which appears in our press largely as a fascist monaco inspired by German agents. Before the War, however, their way of life contained much to be highly commended. In 1940 there were 66 People's Universities making a remarkable success of adult education. They are largely, but not entirely, carried on in the evening, and while usually their registrants are from 14 years of age upwards, they admit children as young as 6 for special instruction in music. Most of these colleges are privately organized, small fees are charged, and gifts and endowments welcomed; but large government

¹See, among others, F.M. Forster, School for Life: A Study of the People's Colleges in Sweden (1944); Fr. Sandberg and Börje Knös, Education and Scientific Research in Sweden (1938); Some Aspects of Swedish Social Welfare, published under the auspices of the Royal Swedish Commission; and Bogtrup, Lund and Manniche, The Folk High Schools of Denmark and the Development of a Farming Community.

²See, for a general account, James Truslow Adams, Frontiers of American Culture: A Study of Adult Education in a Democracy (1944).

grants supplement these sources of income. They adapt themselves to local needs, avoiding the typical American's worship of speed and size as the chief end in life, and aiming at creating "a popular culture embodied in a practical training".

The 66 People's Universities in 1940 had an enrolment of 30,000 pupils and over 1000 teachers. Buenos Aires alone has 19 of these institutions of popular learning, with 8,500 students, half of them women. The courses are from one to five years in length, and are most comprehensive. Among the subjects of instruction are languages, commerce, science, ceramics, arts and crafts, book-binding, embroidery, dressmaking, millinery, hygiene, and child care. Some of them provide free medical and dental care, and there are frequent exhibitions of arts and crafts. The aim is to raise the culture of the masses by sound and balanced effort, to combine national, international, American and European ideals. They venerate old Spanish traditions, accept French models, and admire Anglo-Saxon methods.¹ The importance of their contribution to the life of the people can hardly be overestimated.

(d) Saskatchewan

In the Province of Saskatchewan adult education is progressing on a broad front. The general principle behind the movement is to teach the inhabitants of the province the rights and responsibilities of citizenship. A Supervisor of Basic Citizenship has been placed in charge by the Minister of Education, and the adult courses under his direction are of two types, Elementary and Advanced.

The Elementary group consists largely of citizens of foreign birth whose knowledge of English is so limited that they are handicapped in business and in cultural and social life. Such people receive education in what are called Basic Citizenship classes, for it is obviously impossible to expect a full participation in community life by people who have a defective knowledge of English and of English traditions. The Basic English course teaches the use of 850 words most commonly employed in the activities of life. The Advanced class, to which those in the Elementary course proceed, develops particularly the possibilities of participation in the various social and cultural elements that comprise a progressive community life.

Another development in Saskatchewan, as in other progressive parts of the world, is the "Lighted School" project. To spend millions of dollars on schools and then use them a few hours a day is an extravagance and a social waste that is becoming evident even in the most backward countries; and Saskatchewan is leading the way in doing something about it. A Recreation Movement is now under way in that province, and it is based on the needs and desires of the people themselves. It is recognized that the excellent work being done in a small way by our great department stores - the development of arts, crafts, and hobbies among both adults and children - should be encouraged and developed under state direction. The real solution for evil choices leading to juvenile and adult

¹See The World Association for Adult Education Bulletin, Second Series, No. XXVII. No. XXI of the same series gives pre-war developments in France, Portugal, and India. The International Quarterly of Adult Education for February 1933 has a good account of the work of Women's Institutes in England.

delinquency obviously lies in (1) the raising of the economic status of the masses, and (2) the provision of suitable recreational and cultural activities. At the present moment, under government direction, groups of mothers in Saskatchewan are studying the subject of "Feeding the Family", another class of adults is working at interior decoration, and still others at woodwork, conversational French, the Constitution of Canada, world affairs, and numerous other worthwhile projects. The government has appointed a number of highly qualified officials to supervise the various divisions of adult education, and the use of printed literature, motion pictures, and radio has greatly enlarged the scope and diversified the presentation. Short, intensive courses for leaders are in operation, and more than 1,500 men and women have accepted the challenge to service in 500 communities.¹

During the fall and early winter of 1945 the Government of Saskatchewan conducted an experimental "Radio College". Five writers formed an editorial caucus and broadcast their views on world affairs, two stations being used. By this means many people learned for the first time how the editors of newspapers may form public opinion by "slanting" the front-page news to suit their own or some party's interest. People were asked to send in their comments on the five writers' opinions, and many did so, debating the subject from all angles. More than 800 citizens wrote subsequently, petitioning the government to continue an information service on a variety of world issues. Correspondence and one-week leadership schools are consolidating and extending this feature of adult education. In approaching the vast subject of human enlightenment the educational authorities of Saskatchewan are inspired by the words of Plato two thousand years ago:

"Most of the ills which you suffer are under your control. Given only the will and courage to change them, you can. You can live in another and wiser fashion if you choose to think it out and work it out. You are not awake to your own powers."²

(c) Springfield, Massachusetts

What is perhaps the most notable educational experiment in the world is the Springfield Plan in Massachusetts. To Dr. John Granrud, Superintendent of Schools in Springfield, belongs the credit for the most comprehensive plan of democratic living in our time. The Plan was instituted when he began to fill vacancies on the school staffs with able teachers of the various creeds and races represented in the student body; and he has succeeded in obtaining effective co-operation from other civic agencies.³

Classroom teaching inculcates respect for truth, fosters mutual respect and toleration, and places emphasis upon the contribution that each racial group has made to the culture of the whole. The children, consequently, retain and develop the spirit of fairness that they are born with; and as their parents are educated in the same school they do not poison the minds of their offspring by instilling racial hatred and social exclusiveness.

¹See the official booklets, Saskatchewan Plans for Progress and For Citizen Students.

²Quoted in For Citizen Students.

³See J. W. Wise, The Springfield Plan (1945).

But the adult education touches every aspect of community life and enterprise. The Springfield Adult Education Council represents all sections of the community. Under its auspices meetings are held in factories as well as in the schools, and nothing that might add to education or contribute to tolerance and understanding is omitted from the program. Ten forums discuss all manner of problems, national, state, and municipal; and where they are controversial, experts are called to present both sides. The social and economic condition of Negroes is investigated, standards for domestic servants are discussed, current events and foreign languages are studied, and household science, food values, decorative arts, and occupational crafts are developed.

Everything is given a comprehensive treatment. When foods are discussed, references are made to various nations; when music is the topic, concerts of all nations are arranged. "I Am An American Day" included performances of La Cucaracha (Spanish-American), The Hatter (Danish), Kolos (Yugoslavia), the Victory Polka (Polish-American), the Mexican Hat Dance, Irish folk dances, and American country dances. The rights of minorities are emphasized in every way. A film entitled "For God and Country" showed heroic exploits of Protestant, Catholic, and Jewish chaplains at the war fronts. All racial groups meet in terms of equality, at classes and in one another's homes. "Now", said one of the participants, "when I see a colored person on the street I really look at him as a person."

This plan to make democracy total conducts a consultation service, labour relations conferences, advanced civic courses, and conferences on all sorts of contemporary problems. One of the prime rules is complete frankness, and neither labour, commercial, nor any other interests are permitted to stifle discussion because someone may lose by it. In a study of public opinion, the various influences are discussed and people are taught to distinguish between interested propaganda and vital truth; and individuals are urged to question themselves and to distinguish between wishful thinking and considered judgment:

"The recognition of the dangers involved to the community and to their relations with others becomes a point of departure for acquiring opinions based on fact, not propaganda, on evidence not hearsay, on research not rumor."¹

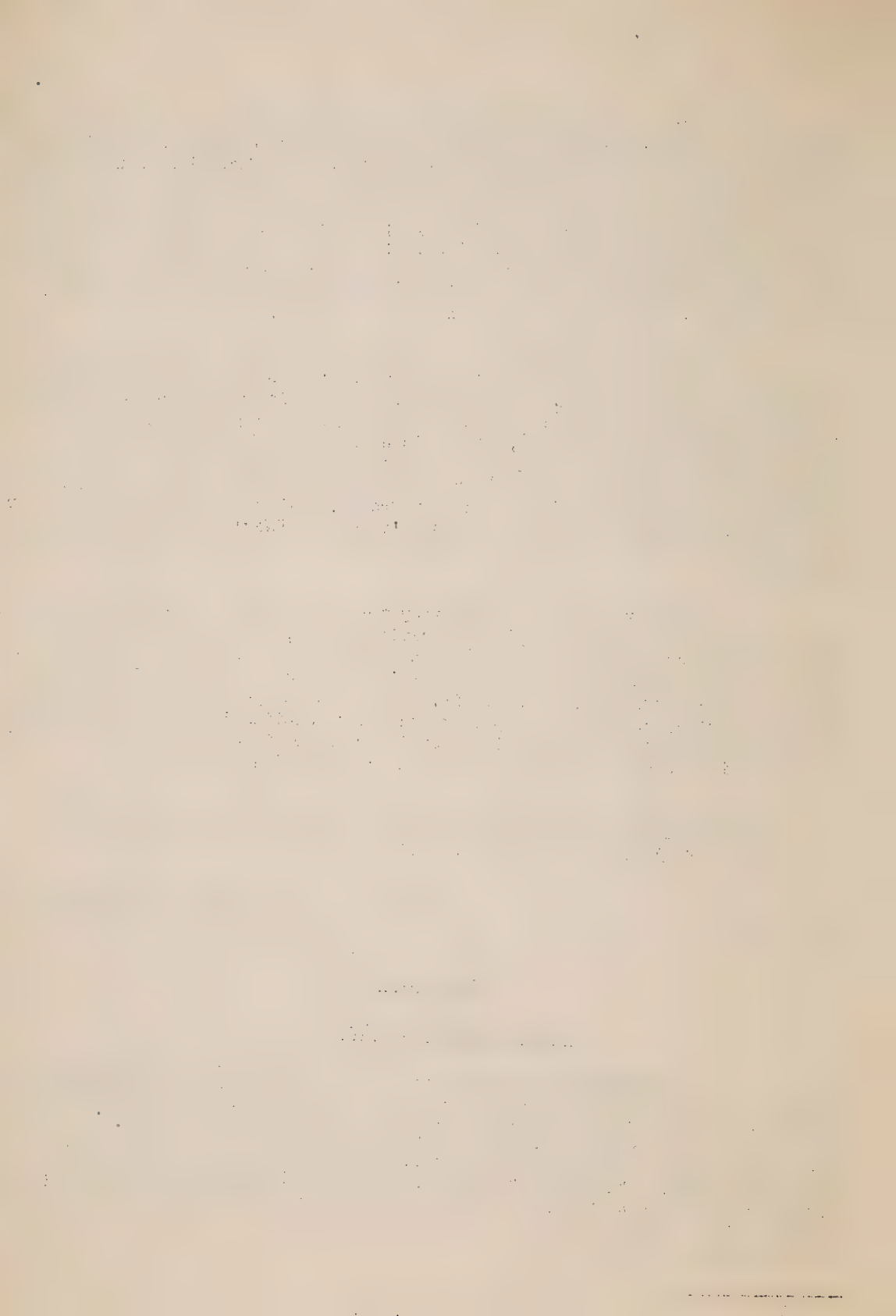
The originator of the Plan has carved for himself a niche among the world's Greats.

CHAPTER VIII

Adult Education in Ontario

An official for adult education has recently been appointed in Ontario, but his future work is in large part dependent upon the recommendations that you, the members of the Royal Commission, will make in that field. Up to the present, adult education, apart from school evening classes and university extension lectures, has been left to voluntary organizations serving a highly restricted group. The Workers' Educational Association, Women's Institutes, and various smaller associations have accomplished a great deal under difficulties, supplying in a small way what, in many other countries, is a State or State-aided service on a large scale.

¹J. W. Wise, The Springfield Plan, p. 88.



Particularly in our large cities, a great deal of valuable instruction and general culture has been provided for adults by evening classes in secondary schools. But the benefits of such schooling are of a very restricted nature, for both the presentation and the results suffer from the difficulties under which people attend. Anyone who has either taught or attended such classes knows that while many people start out bravely, comparatively few finish the course. Innumerable distractions, together with the very tiring effect of working all day and attending school at night, militate against success, as Sir Richard Livingstone and other educationists of high reputation have pointed out.

An outline of the notable work of the Workers' Educational Association will be of value here. Fulfilling a very useful purpose among trade unionists particularly, the Association was established in Toronto in 1918 in imitation of the same type of organization in England, and it has gradually spread to other parts of the province. The W.E.A. has operated in Toronto under the auspices of the Extension Department of the University, and men of prominence in the labour movement, such as Drummond Wren and the late James Simpson, are to be credited with a great deal of public-spirited foresight both in this movement and in related activities in the Labour Temple.

Evening classes have been the chief outlet for enlightenment in the W.E.A., but numerous other means of education have been developed with advantage. Pamphlets have been issued, for example, on the Labour Relations Board, on commercial advertising, credit unions, co-operative banking and other features of English co-operatives, and on political science in general. Study Circles for Consumers have been formed, with protective information imparted in relation to bread, milk, and cereals, and a Labour Research Institute organized.¹

As in England, the W.E.A. in Canada has done excellent work, but it has been subject to disadvantages inherent in evening-class associations, as we have pointed out; and the education, consequently, has been largely restricted to the ambitious intelligentsia of the trade-union movement. It is apparent that consumers' protective information should be provided as a service by the Departments of Health and Public Welfare, and to all citizens, not just trade unionists. If the State assumes no responsibility in such matters we have not advanced much since the Victorian era.

There have been several notable experiments in Ontario which show what can be done in the field. The Guild of All Arts, near Toronto, encouraged an interest in arts and crafts among innumerable visitors, but it is primarily as a small-scale residential adult college that it blazes the way to the future. There is, too, the notable work of two of our Danish citizens, John Madsen and Nils Petersen, who have a Folk School in successful operation along the same lines as the famous system of adult colleges which have done so much to make Denmark's people the most generally intelligent in the world.

Several years ago Principal Joseph McCulley of Pickering College, Newmarket, carried on a community extension service. Financed by Leonard Harman, earlier prominent in educational work with the United Farmers of Ontario, the scheme consisted of study groups which, during the regular summer vacation, used the College for residential facilities. The problems discussed in these conferences were the economic condition of the farmer, and the place of education,

¹Several small but valuable pamphlet publications in the Toronto Public Library were printed by the W.E.A.

religion, and political action in his way of life. So much interest was aroused in the district that the conferences shortly grew to almost provincial proportions. In other respects, such as in library extension service and the welcoming of the inhabitants to school events, Pickering College has shown what can be done, and the advantages have accrued to both its students and the people of the community.¹

The obvious need in Ontario, both for industrial and agricultural workers, is a large-scale use of all our present school and college buildings for adult education; and subsequently the provision of residential schools and colleges for adults, as in Sweden and several other countries. The Danish Folk High Schools, says Sir Richard Livingstone, are "the only great successful experiment in educating the masses of a nation":

"It has reached the very classes for which we have done little or nothing. It has taught them to care for subjects like history or literature which seem remote from the man in the street. It has transformed the country economically, given it a spiritual unity, and produced perhaps the only educated democracy in the world."²

Educational experts everywhere are in agreement that our present schools must be used for adult education after regular school hours. They see that it is an economic waste to close these buildings at 3 or 4 in the afternoon, on Saturdays, and all summer; instead they must be civic centres for adult education and the place for all sorts of clubs and associations to meet. It used to be considered, says the Harvard Committee, that while the "superior" people governed the country their "inferiors" were relegated to practical tasks and hard work. Every individual has his limitations, of course, but he has also his capacities, and he is entitled to a complete education within the limit of his capabilities.

"It is an education", say these experts, "which looks first of all to general responsibility and competence among an increasingly large group."³

In Canada the pace has been set by New Brunswick and Saskatchewan, which, alone, have a definite and progressive policy in adult education. In New Brunswick from 40 to 50 Regional High Schools are to be erected at strategic centres, and they are to serve youth and adults at the same time. In financing this project the Provincial Government provides 40 per cent of the construction cost and 50 per cent of the equipment.⁴ No praise is too high to commend the foresight of New Brunswick in providing a model for the rest of Canada.⁵

¹The source of the information is a letter from the Headmaster, January 31, 1946.

²Sir Richard Livingstone, The Future in Education, p. 44. In Denmark over 6,000 adults attend college and live in residence for from three to five months of continuous study and inspiration to intelligent living.

³General Education in a Free Society, pp. 244 et seq.

⁴See John P. Kidd, Community Centres (Canadian Council of Education for Citizenship), where a survey of each province is made.

⁵Gordon Graydon, M.P., college-mate of the writer, has returned from the United Nations Assembly with an intensified faith in the common people, and he suggests an international exchange of citizens at State expense to ensure a better understanding. (See Toronto Globe and Mail, February 14, 1946).

There is one other type of adult education that must come if we are to develop our potentialities to the full. It is the continuation, from time to time after graduation, of the education of the allegedly educated - our college graduates. The assumption has always been that these favoured people have nothing further to learn, and it has been based on the flimsiest foundation.

"It is a reproach against the higher educational institutions of this continent", says Walter J. Brown, "that so few of their graduates continue to be students throughout life. In my judgment it is absurd to regard formal education as ended when a man has been through school and university. No doubt it is better that education should cease at 21 and 22 than that it should cease at 14, 16, or 18, but who can suppose that spiritual and mental growth ceases and that knowledge and wisdom is finally attained when a university degree is taken, or that the need of knowledge or wisdom does not grow more urgent with the passing years which bring us to positions in life when our influence on others is greatest and most momentous - influence on the state, influence on colleagues and associates, influence on dependents, and influence at least on our own families. A new type of education - that is, for the educated - is required. For some, refresher courses are needed, for others new lines and new fields should be explored. We need a new kind of adult education for professional people of all kinds - doctors, lawyers, dentists, engineers, teachers, journalists, bankers, clergy, social workers, business men, farmers, economists, civil servants, local government officials, etc. A properly equipped university is the only organization that can handle such a proposition as this."¹

Mr. Brown is right. The university man, the educated adult that we should aim at, is Browning's Grammarian:

"He knew the signal, and stepped on with pride
Over men's pity;
Left play for work, and grappled with the world
Bent on escaping....
Others mistrust and say, 'But time escapes:
Live now or never!'
He said, 'What's time? Leave Now for dogs and apes!
Man has Forever.'"

This must be our inspiration. We must emulate the people of Scandinavian countries, who, while we have been engaging in a mad scramble for material wealth for the few, have sought and cultivated a philosophy of the good life for all.

"Was there ever a lovelier, jollier country than Denmark?", asks the noted world traveller and author, Rebecca West. "Nobody in Denmark is very rich, and nobody is very poor, but most people have enough, and life is planned for their moderate means. It does not cost much to go into the country, to sail a boat, to eat at a restaurant, to dance at a night club..... Outside the city began the exquisitely neat farms where so many agricultural discoveries have been made, where such a good life for the farm folk has been worked out....."

¹Letter to the writer, January 10, 1946. Mr. Brown is Bursar and Executive Secretary of the University of Western Ontario, London.

Farther north lies Finland.... Their country stretches up to the Arctic regions, a monotony of lake and forest.... But the traveler finds that the Finns have developed an acuter vision than the lazy sight we use in latitudes of brighter colors and more spectacular contours. When we learn to use our eyes as they do, a new and delicate beauty lies before us.... The Finns built not only for beauty but for better, longer living. Their apartment houses, their hospitals, their schools were audaciously experimental, pushing on to new formulas for usefulness. A poor people, the Finns did themselves better than most of the rich. They read greedily, rifling modern culture. Helsinki had the largest bookshop in the world. The most isolated peasant knew that books were good things, and himself added to literature by inventing folk songs."¹

Can we in wealthy Ontario afford to do less than the Danes and the Finns?

CHAPTER IX

Public Libraries in Ontario

Among facilities that could readily be made available for adult education, none can approach the public library. Yet we find that of Ontario's population of just under 4,000,000, approximately 40 per cent are entirely without library facilities. Of the 497 libraries in existence, only 232 are free and public. The rest are association libraries charging fees to a comparatively limited membership.²

The grants to libraries by the Provincial Government in 1943 totalled \$44,192.69 according to the latest report of the Minister of Education, but the amount was increased by a few special grants to approximately \$51,000 in 1945. The per capita expenditure, consequently, is the munificent sum of from \$.0117 to \$.0128, or a little over one cent! The comparison between this amount for what is largely adult education and the \$3.76 per capita in provincial grants to schools cannot but suggest that our government considers that education ends when our pupils leave school. In any event the effect is that we leave the great mass of the population to their own resources, together with such doubtful aid as is afforded by third-rate motion pictures, the comic strips, salacious literature, and the perversion of the radio "soap-opera".

¹Rebecca West (Cicily Isabel Fairfield), "One World-- Different Peoples", Reader's Digest, March 1946, condensed from Chatelaine, December 1945. Mrs. Fairfield's two-volume book, Black Lamb and Grey Falcon, an account of the travels of herself and her husband in Yugoslavia, has been described as "a passionate analysis of the great crisis of contemporary man".

²See Libraries in Canada, Dominion Bureau of Statistics. The comparative statistics in other English-speaking countries relative to Ontario's 40 per cent without library facilities are: United States, 27 per cent, and the United Kingdom, 1 per cent.

The latest statistics¹ give this information as to the amount of money spent on libraries in Ontario:

Total expenditures of 232 free libraries	\$1,398,627.31
Total expenditures of 265 association libraries	58,079.26
Total Provincial Government grant	44,192.69

The association libraries charge fees for membership, so in reality they serve but a small part of the population of any district; but as we have pointed out, 40 per cent of the population of the province are much worse off, for they have no library facilities whatever. The reason the expenditure on free libraries is so much greater is that the large city libraries are included in that category; over half the total, consequently, relates to the libraries of Toronto, Hamilton, and Ottawa. In general the towns of Ontario have free libraries, but some, notably Cobourg, Bowmanville, Burlington, Dunnville, Hawkesbury, Napanee, and Riverside, have only membership libraries. One city, Kirkland Lake, population 17,500, and a few other mining centres, are in the same unfortunate category.

The statistics given in the latest Report of the Minister of Education of Ontario says that grants to libraries vary from \$5 to \$2,610.46, the latter grant going to Toronto, which is a rich city and needs no grant whatever. The munificent \$5 grant, which several libraries receive, would buy one, or a part of one, good book! But, since two-fifths of our population have no library facilities whatever, a part of a book is better than none.

We draw to your attention the primitive way that still exists in this province in the matter of attempting to establish a library. It consists of the obtaining of grants from service clubs, the proceeds of financial rackets like Bingo, door-to-door collections, and gambles on "model homes". It is submitted that we have outlined these questionable means of inaugurating a library, that it should result from neither the charity of the rich nor collections from the hard-pressed poor, but should be financed by the municipality and the province. The most equitable arrangement would be a sliding scale of grants based on need. Many municipalities require but little assistance, or none at all; in others the province should pay almost the full cost, at least until the municipality has the means and the public spirit to meet their share. The education which a library affords will, with other cultural agencies, gradually raise a backward locality from a state of apathy and inertia to a progressive and public-spirited community.

CHAPTER X

Libraries in Scandinavia, Russia, and California

A glance at libraries as they have been developed in Sweden, Denmark, California, and Russia will best indicate what should be our aim in the reorganization of our public library system. As we have covered adult education in general in Denmark and Sweden we will not go into the details of their remarkable library systems. But Sweden has 6,450 public libraries to Ontario's 232, or,

¹Report of the Minister of Education, 1943.

pro rata, twenty times our number. In Denmark any reader anywhere in the country can obtain any book in any library, the Bureau of Information will borrow books from abroad if they are not in Denmark, and State grants-in-aid to community libraries run as high as 80 per cent of the municipal expenditure.

In Russia, before the Revolution of 1917, books were accessible only to the nobility and certain other privileged classes. Now there are libraries almost everywhere where people congregate - in factories, plants, state farms, co-operative enterprises, etc. Almost half the readers are peasants who were entirely illiterate before the Revolution. Tens of thousands of libraries have been established in railway stations, co-operative restaurants, apartment houses, hotels, and even in the lobbies of motion-picture theatres. Workers' clubs have invariably a reading-room, and small villages have Book Lovers' Circles, with library accommodation and an emphasis upon dramatics and other aspects of cultural life. In Verblud, in the North Caucasus, where the inhabitants were almost uncivilized a couple of generations ago, a town of 7,000 population has grown up around a state farm. One of the world's best agricultural colleges, with 1,000 students (in all Canada we graduate in scientific agriculture, says the Bureau of Statistics, about 200 a year) has been established there as well, and it contains one of the most complete agricultural experimental stations in existence. Further, the Soviet Union is among the world's foremost nations in the extent of book-publishing, in the number and extent of coverage of its libraries, and of the excellence of their contents; and all of the large libraries receive a copy of every book published.¹ In one year 43,000 new books were published, totalling 701,000,000 copies, one-sixth of them in languages other than Russian. Shakespeare and Dickens are as popular and as well-read as in England, the former being translated into seventeen Soviet languages. On the 325th anniversary of Shakespeare's death 800 Russian professional theatres produced his plays for a week. So fond of the drama is the population that 95,600 theatrical clubs were in operation in 1940, and 45,000 of them competed in an All-Union amateur contest. A writer unsympathetic to Soviet trends has yet this to say of reading and general culture in Russia:

"Reading in modern Russia is the most typical feature of cultural life; the circulation of favourite books among the people is colossal..... Russian readers have kept their own free choice of what to read, and it has been the Russian classics which have retained the power of attraction. A longing for good books has been growing steadily.... The period of revolutionary experiments in Adult Education is passing; a new period has started in the movement, which is controlled by the belief that humanism and beauty must be the basis of education."²

Long ago the State of California provided a most comprehensive library service for rural people, and as a result the population are in a class by themselves for progressiveness and intelligence and are not isolationist in world affairs, as are the more backward rural sections of the United States. The service is very much like that already described for Denmark, and California's rural population far more resembles the Danish rural population than do any other regional groups in America.

¹For this and other unbiased information on the libraries of the nations of the world, see Arthur E. Bostwick, Popular Libraries of the World. Denmark's libraries are described in pp.76-87, and those of the Soviet Union in pp.295-304.

²World Association for Adult Education Bulletin, Second Series, No. XXIII, pp.26-7.

There is a library service in each county, supported by a county-wide tax. It is under a trained librarian, and is available to every resident. City and town libraries may become part of the county system to avoid duplication, and schools may also make arrangements for service and turn over their library funds to the county.

Supporting the county library system is the California State Library, ready at all times to advise and to lend books too costly or unusual to be purchased by the smaller units. Through a union catalogue the entire library resources of the State are available to every student, and complete and effective service is readily provided free to all. In Ontario, on the other hand, the only comprehensive libraries are in Toronto, with Ottawa, Kingston, London, and other cities having lesser collections; but nearly half our population is without any libraries, and no such service as is available in California, Denmark, or Russia has even been thought of here.

CHAPTER XI

What We Need in Library Services

We submit that our "private enterprise" library system, as well as our general development in dramatics and cultural life, cannot be allowed to suffer so noticeably in comparison with the advanced progress in the co-operative and collectivist nations that we have described.

First we will indicate what the official report discloses as to the hours during which our libraries are open. It is given as from 4, in several places, to 78 in Little Britain and 95 in Wallaceburg.¹ There should be no town or village - much less a city - where a public library is not open at least every afternoon and evening. If the people of a community have not that much interest in reading, something should be done to help that community arouse itself; and there should be no city or town in which the library is not open all day and each evening. Where there is any public demand the library should be open Sunday afternoon and evening. If it is a sin to read on Sundays, then some of us should be informed, for we have been living in sin for years; and if the Toronto Reference Library can be open Sunday afternoons, and the Public Archives of Canada open day and night - all night - it would appear that all of our libraries in Toronto and other centres of population should be open Sundays for the accommodation of the public. There are many elements in the population who are too busy or too tired to read any other day.

Much more is needed in the supervision of municipal libraries by provincial inspectors, but before that can have much effect there must be a much higher standard in librarians, in the selection of books, and in general administration. Many, if not most, of the librarians of the province, if the cities are excepted, are untrained, part-time workers who act because no one else is available at the small remuneration offered.

¹Report of the Minister of Education, 1943. Toronto, according to the Report, has performed the remarkable statistical achievement of squeezing 763 hours into each week!

The selection of books is often not a selection at all, but merely the accepting of gifts from citizens. Similarly, there is frequently a disproportionate emphasis on fiction - not to say trash - and no effort made (or no funds available) to purchase books which would keep the citizens up-to-date. There are some very excellent libraries in small centres, for example Gore's Landing on Rice Lake; but some towns, on the other hand, have libraries that reflect most unfavourably on the community.

The best authorities on library administration make these recommendations¹ for a satisfactory service:

- (1) That libraries are best supported by a combination of local and provincial (or State) funds, the provincial grants being scaled according to the need of localities.
- (2) That there be a recognized minimum standard of library accommodation below which no community can go.
- (3) That there be regular allotment of funds, but that inspection and other encouragement must insist on local self-help.
- (4) That sound purchasing and accounting methods be enforced upon all communities.
- (5) That inspectors insist upon satisfactory management and the payment of adequate salaries to adequately-trained librarians, but that otherwise the control of libraries should be in charge of the community.
- (6) That there should be consolidation of communities for library purposes where that procedure is necessary.

The most cursory glance will convince anyone that we in Ontario are lacking in almost all of these conditions. The latest Report of the Acting Inspector for Ontario states that for various reasons it has been impossible to inspect most libraries at all. He notes, however, the extension of travelling libraries, which, in the absence of anything permanent, are doing valuable work.

The reasons for advocating increased state aid are so obvious that they need hardly be mentioned. Four of the main considerations are:

- (1) The great difference in localities and their economic condition, advancement in social progress and consciousness, etc.
- (2) The shifting of the incidence of taxation from municipality to province and dominion, with consequent loss of revenue.
- (3) The varying methods of municipal taxation and of ability to raise money for community purposes.
- (4) Most important of all, that, as long since recognized in connection with schools, adult education by means of libraries is not merely a local concern but in the interest of the whole nation.

As the present Library Act is long since out-of-date, we ask you to recommend a new Act in line with modern conditions and needs.

¹See A. Miles and L. A. Martin, Public Administration and the Library, pp. 189-216.

CHAPTER XIIMuseums and Art Galleries

The diffusion of cultural values is greatly aided by museums and art galleries. While there are art galleries in Windsor, Hamilton, and Kingston, the two greatest in Ontario are the National Gallery in Ottawa and the Art Gallery of Toronto. The former, of course, is administered by the Dominion Government, while the Art Gallery of Toronto is financed in a peculiarly complex fashion. The use of the park around it draws from the municipality a fixed grant of \$30,000 annually.¹ Then there has been for some years a provincial grant of from \$4000 to \$6000, related to educational facilities provided to the University of Toronto. There have, in the past, been many donations and endowments from wealthy citizens, and the remaining income is from membership and admission fees. During 1945 the membership fees totalled \$9,397, and the admission fees collected at the door were \$888.50. The Gallery is open daily from 9 to 5, on Sunday from 2 to 5, and Wednesday evening from 8 to 10.30. There is no charge on Saturday, Sunday, or on Wednesday evening. A commendable effort is made to contribute to popular culture by an "Open House" Wednesday evening and a musicale on Sunday afternoon, and no one who has attended either will begrudge the highest praise to those who plan and the artistes who perform.

Scattered through Ontario are a number of historical museums, mainly consisting of relics of pioneer days. Some of them are open to the public on occasion, while others are in the possession of the individuals whose antiquarian tastes have led to their assembling. Almost all of them are in buildings which would burn in a moment, so that at any time posterity may lose relics of our past which, in future periods, would have been treasured at their true value. A Provincial Historical Museum and an Archives building are crying needs in Ontario if there is to be any permanent preservation of our past.

Otherwise, except for small historical collections in certain colleges and in the Public Archives of Canada, Ottawa, the great repository of the culture of the past is our admirable Royal Ontario Museum, Toronto.² Supported by the Provincial Government and the University of Toronto, it is dependent upon grants for an extension of its services. Like the Art Gallery, it has free days, but there are two when an admission fee is charged and one, Monday, when the Museum is not open at all. Only \$1200 a year is collected from the admissions, so the receipts are not an object; and the reason officially given³ for the charge is that it enables the cleaners to work more easily and affords less crowded conditions for students and artists.

Turning for a moment from the particular to the general, museums have always had three purposes: the acquisition and preservation of representative relics of the past, the provision of facilities for scholarly study, and the diffusion of popular education through the exhibits. The best opinion of experts is that the third object must receive greater and greater emphasis to keep step with social progress.

¹\$5000 was added in the current year, conditional upon the removal of an iron fence that restricts the use of the surrounding park!

²Ontario, the richest province of Canada, has sadly neglected its Archives, everywhere recognized as starved of funds and not to be compared with those of Nova Scotia, Quebec, and British Columbia.

³Letter from the Secretary of the Board of Trustees to the writer, January 31, 1946.

"The fact is", says Theodore Low, "that museums have devoted a disproportionate amount of time and energy to the cultivation of the upper circles, both of intelligence and of society."

What about the vast majority?, he asks. Aren't they people? Aren't they members of our much-vaunted democracy? Hasn't the museum a duty to them?¹

It is apparent that the museum must not only reflect public taste and opinion, but take an ever-increasing part in moulding it.

"I think", says another expert, "it must move out on its own initiative, and that, in addition, it must be ready to serve as auxiliary to other agencies working for adult education in its multifarious forms within the community."²

The old idea of the Age of Privilege, now rapidly drawing to an end, was that the cultured and semi-cultured few would raise the masses by some heavenly exhalation arising from the superior advantages which their social status had assured them. Too long, observes another authority, have we acted as if "the right to appreciate aesthetic qualities" were "a privilege of wealth and leisure".³

What we need from the Royal Ontario Museum, as an aid to adult education, is branch museums in other parts of Ontario formed from the duplicates. We need travelling exhibits continually on the move from one part of Ontario to another, so that cultural knowledge of past ages is not restricted to those who happen to visit the capital. Something worthwhile has been accomplished by bringing in classes of children from outside points, but it should be greatly extended.

The Royal Ontario Museum and the Art Gallery should be open from 9 a.m. to 10 p.m. every day in the week if it is to serve the public properly. There can be no possible excuse for a policy of restriction in public use. Because something has been going on for a long time is no reason for its continuance if it has no other recommendation. Minor adjustments in personnel, together with adequate arrangements for students and artists, could be made without the slightest trouble. The membership tradition at the Art Gallery is outmoded, and particularly if it necessitates exclusive possession of the facilities by the donors. The thousands who nightly attend motion-picture theatres, and many more who participate in activities which, if not pernicious, are entirely lacking in educational and cultural values, might well be diverted to Museum and Gallery if the doors were open.⁴ The lighted museum and art gallery, like "the lighted school" is certain to be characteristic of the near future. These great cultural centres must be devoted to the education, enlightenment, and aesthetic enrichment of the entire population. Nor can the criterion remain merely how many people are clocked in through the turnstiles, but, as Theodore Low says, Why did they come here? and What value did they derive from their visit?⁵

¹Theodore L. Low, The Museum as a Social Instrument (Metropolitan Museum of Art, 1942), p. 24.

²M.A. Cartwright, "The Place of the Museum in Adult Education", Museum News, October 15, 1939.

³T. R. Adam, The Museum and Popular Culture (American Association for Adult Education, New York, 1939), p. V.

⁴On a recent Sunday afternoon a record crowd of 10,000 visited the Museum, showing what would happen if it were not closed most of the time.

⁵Low, op. cit., p. 30

CHAPTER XIII

Symphony Orchestras

Most of the great music of the world is written for symphony orchestras. They comprise a personnel of nearly 100 performers and frequently cost \$1,000,000 a year to operate. Since Josef Haydn invented the idea two centuries ago in Austria, they have become increasingly popular, though in America the people as a whole were largely precluded from any appreciation of the music until radio transmission brought something of its greatness to most homes.

By far the greater number of symphony orchestras are in the United States, where the total approximates 350. In Canada we have but seven, and only three or four of these are in the same class as the American orchestras. In fact the top five in the United States - the Boston, Philadelphia, New York, Chicago, and the NBC Symphony - are not equalled elsewhere in the world.

The problem of the future, as in many art galleries, hospitals, and charitable organizations, is to broaden the base of their support so that they will belong to and serve the people as a whole, not merely the wealthier classes in great cities. The old method, a heritage of the Age of Privilege, was quite in keeping with the Victorian era but has no place in the true democracy. Not only should they be established and largely supported by the State, but they should be continually touring the country, bringing cultural enjoyment and inculcating aesthetic appreciation in rural as in urban centres of population. The privileges of citizenship in a democracy should bear no relation either to geography or to economic status.

Among the Greats of our present cultural life is Reginald Stewart, creator almost single-handed of the Promenade Symphony Orchestra which has developed such an unprecedented up-surge of popular interest in good music. Long before he became a conductor we recall his appearance at the Central Technical School, Toronto, to give a free piano recital in the auditorium, and we recall as well the enthusiasm of the students, many of whom came from the depressed districts and had never before heard a piano played, much less by an accomplished musician. For a dozen years the orchestra he founded and led has played for 7,500 weekly at "popular prices". Unfortunately, like so many other Canadians, his great talents were more appreciated in the United States than in Canada, but his name will live as the creator of a new technique in the presentation of classical music.

Not only have we the great orchestra that he established, but another of equal brilliance, the Toronto Symphony Orchestra under Sir Ernest MacMillan. But, like our Art Gallery, it is unfortunately operated on an out-worn principle inherited from other times, and appeals have continually to be made for funds to keep the organization from the bankruptcy that overtook so many of its predecessors.

For the current season 56 concerts are planned, including twelve on Tuesday evenings for subscribers, twenty-four "popular" concerts, and a double series of five students' musicales. When the season ends in April it is expected that 150,000 people will have attended; and as the result of financial backing by one of our great department stores, hundreds of thousands more will hear parts of the concerts by radio. A motion picture has been made, and other countries

will see and hear the orchestra in action. From a publication¹ soliciting funds we quote the following:

"In common with other institutions of a city's culture, its libraries and its Art Gallery, the Toronto Symphony Orchestra is not self-supporting. People who know and love these things sustain them by their gifts. They are the gifts of men and women to the culture of their times and to the opportunity of each new generation."

Or, as Sir Ernest himself puts it in the same publication,

"People of wealth should and must support such cultural benefits. It is one of the responsibilities of wealth. Patrons of music do not need to be musicians or even music lovers. Andrew Carnegie did not endow libraries because he wanted to read books."²

This philosophy can be justified by historical precedent and by the standards of earlier ages, but our posterity will undoubtedly interpret the principle with startling frankness and very much to our disadvantage as a democratic people. The question is, Do we really believe in this enlightened age that orchestras, art galleries, and libraries should be made available by the charity of the rich?

In the same issue of the T.S.O. News are given the details of the financing of the Toronto Symphony Orchestra. The total cost of the concerts, including the services of high-ranking artists to appear with the orchestra, is estimated at \$190,000. The revenue is expected to be \$140,000, and the deficit consequently \$50,000. This much the public are asked to subscribe, and a tag day is even being held in the schools! Last year the Board of Education made a grant of \$5000 because of the concerts especially arranged for students, and the City Council granted \$1500. In the current year the City granted \$4000 to the two Toronto orchestras, though Controller Stewart Smith moved to increase it to \$7000, observing, "The city is not doing enough to promote this kind of cultural activity."

In the last fiscal year our governments collected revenue of \$53,000,000 out of the sale of liquor in Ontario. For less than one-tenth of one per cent of our profit on the degradation of a considerable part of our population the State could make up the deficit on the operation of the Toronto Symphony Orchestra.

Is there any good reason that would preclude most of the people of Ontario from the cultural stimulus that a visit from the Toronto Symphony Orchestra would bring? Why should the orchestra season end in April and be largely restricted to the inhabitants of Toronto? The effect that travelling art galleries, museums, and orchestras would have on people in remote regions is incalculable. It is well known, in fact, that the interest of rural people in music is greater than that among purely urban dwellers. This is shown in the organization of bands in towns and villages, and of choirs that frequently attain something more than local celebrity. Among developments that have proved valuable in parts

¹See T.S.O. News, October 1945.

²The reference to Carnegie recalls that he sold his steel interests for the comfortable income of \$15,000,000 a year.

of the United States are music festivals in which rural choirs compete. There have, too, been community orchestras, with competition among all in one state; and much has been done to develop an interest in good music by making masterpieces available by records, by visiting orchestras, and by other types of encouragement.

In the absence of any attempt at the provision of music-appreciation facilities by the State, much commendable work in organizing festivals and contests is being done in Toronto and a few other parts of Ontario by the Kiwanis Club, but the widespread need cannot adequately be met by such localized methods, however admirable. What is required in Ontario is implementation by the Provincial Government of the recognition that neither geographical location nor economic status should preclude the citizens of a democracy from the better things of life.

"Poverty", says a recent educational work, "is not a bar to decency, nor is the lack of formal education a fatal obstacle to the appreciation of what citizenship and the practice of Christian virtues mean. Values derive from the heart and not the head. It is at the heart of the people and not at their heads that popular education should aim."¹

But instead, two out of five of the people of Ontario have not even access to a library!

CHAPTER XIV

Education by Motion Pictures

No agency is so well adapted to educational purposes as the motion picture; and this is still more obvious since the addition of sound and technicolor production. Motion pictures were widely used during the recent war, particularly by the British, not only to teach in a month a working knowledge of a foreign language that a year of ordinary study would not achieve, but to correct defects, to teach drill techniques, skills in the use of weapons, and all sorts of arts and crafts. From 25 to 75 per cent gain in time is given as the general result of the educational use of motion pictures in wartime.²

In our regular commercial theatres educational shorts in the nature of travelogues, histories of industries, and documentary current event compilations of "The March of Time" type have been particularly effective. Something has been achieved, too, in public health presentation, particularly with relation to venereal disease prevention.

It is not too much to say that the whole technique of school-teaching will be vastly altered in the future by the employment of motion pictures under capable supervision. At present the field is largely left to commercial enterprise, with the result that third-rate productions, especially in the

¹C. A. Stépmann, "Can Rádio Educate?", Journal of Educational Sociology, Volume XIV, No. 6, pp. 352-3.

²General Education in a Free Society (Harvard Committee), pp. 263-4.



"community" theatres, do incalculable harm to our youth and adults, whose language and habits, as any teacher knows, are very largely perverted as a result.

The important thing to recognize is just that - that motion pictures, comprehending as they do the visual, the entertaining, and the appeal to ear and mind and emotion, build attitudes, create moods, and form an outlook on life. The sad thing is that so far such a predominant part of this education has been vicious and perverted. Nothing can be so effective in recreating and interpreting the past, in depicting the present, and in indicating and guiding the future; and unless these indelible impressions are based upon a decent approach to intelligent living and a comprehensive ethical philosophy of life the tone of our whole civilization will be permanently lowered.

In Canada the cities of London and Winnipeg are in the forefront of progress in the use of films in adult education.¹ A public film library in London has accomplished a great deal in rural extension work, and the example must be widely followed.² We have, indeed, made a good start in combatting both the commercial exploiters on the one hand and insidious Hollywood interests on the other. We give two recent items from the press to illustrate the problem and how it must be met. First is an article in the Toronto Globe and Mail under the caption "Films Featuring Murder, Drinking":

"Murder is an essential feature of more than 21 per cent of the movies produced in the United States, and an increasing number of films portray liquor drinking. O. J. Silverthorne, chairman of the Ontario Motion Picture Censor Board, said in a letter to W. J. Stewart, Speaker of the Ontario Legislature. The latter had previously written to Mr. Silverthorne that he had received complaints concerning hard liquor drinking in pictures.

"In three subjects submitted to the board, there was a reference to bourbon as a beverage. Dealing with this matter in his letter to Mr. Stewart, the chairman said: 'It would be accurate to say that motion picture entertainment does portray the consumption of harder beverages frequently in a manner that could be construed as educational in its effect upon the immature and youthful mind.' In the same letter, Mr. Silverthorne, quoting excerpts from film dialogue, declared: 'These excerpts clearly indicate your point that certain interests are at work in Hollywood to obtain advertising of bourbon and hard drinks.'

"The Ontario Board rejected four gangster pictures in the last month and the distributors 'have not as yet made any attempt to appeal our decision'."³

¹See "National Films Lead in Creative Citizenship", London Free Press, February 9, 1944.

²There are numerous books on the subject, but the following periodical and pamphlet sources are particularly useful: (1) "Techniques of Walt Disney and Slow Motion Become Aids to Teaching", Christian Science Monitor, September 23, 1941; (2) R. S. Lambert, Films in School; (3) The Power of the Film; (4) Donald Buchanan, "Motion Pictures as a Spearhead", Food for Thought, January 1944; and Visual Aids in Education, a compilation of Reports from educational authorities in Canada. All of these are available in the Reference Division of the Toronto Public Library, one of the most comprehensive and efficiently operated libraries in America.

³February 14, 1946. The Lost Weekend is the type of production that should be emphasized in relation to alcoholism.

The second indicates the answer, at least in relation to health services and to the deception of our people by those who profit by it, as exposed in an article in the Ontario Educational Association Report to which we have already referred.¹ Here, under the caption, "Showing of Films Aiding Rural Health", is the remedy which must increasingly be adopted:

"Country doctors and District Nurses have found National Film Board programs a useful means of spreading information on public health in farming areas. They frequently accompany the Board's field representatives to Rural Circuit film showings and speak on how suggestions in the films for improving or maintaining health should be applied locally. At these showings, health officers also have an opportunity to answer questions on particular problems and distribute printed material from the provincial Departments of Public Health.

Several films are used to draw attention to common sources of danger such as infected milk and water, and to show what precautions should be taken against them. Films on properly balanced diets to build resistance against disease are also shown as part of a preventive campaign.

Whole-hearted support has been given by the Board to fight against tuberculosis, diphtheria, and V.D. Films are used both to impress audiences with the urgent necessity of checking these diseases and to inform them of the assistance available to them for this purpose from local and provincial health services.

A growing interest in plans for hospital care has become evident in many farming communities. To comply with special requests, films have been secured showing the purpose of this form of insurance and exactly how it works out in practice. The establishment of rural dental clinics is another health project to which films have contributed by arousing interest and supplying information on methods of organization and operation."²

CHAPTER XV

Education by Radio

If literacy be defined as ability to read and write, the inhabitants of Ontario, as of Japan, are literate. But if we define it as competence to understand the problems confronting us, a large part of our population is illiterate. So far the fringe only of the immense field of education by radio has been tapped, and most of that has been left to the misrepresentation and perversion of truth by those with something to sell and plenty of money to spend in the process.

Nothing is more apparent than that people listen to radio broadcasts. Commercial advertisers often obtain by high-pressure methods, and even without them, a million letters from listeners in the United States and Canada

¹V. S. Blanchard, "School Health Problems", 1945 Report, pp. 107-115.

²Cobourg Sentinel-Star, February 14, 1946.

by offering a sewing kit for ten cents. If our public opinion were sufficiently intelligent to make it worth while, what a fine source of the consensus of thought on projected legislation! There are in existence various institutes of public opinion and all sorts of cross-section surveys and polls on everything imaginable; and by quiz programs and "man-on-the-street" canvasses, we have, for whatever they are worth, opinions on everything from sex appeal to jurisprudence.

The unfortunate feature of the listening range of our population is that in general the trash obtains most of the attention. The following table¹ indicates the amount of time devoted by the average listener, both in homes with telephones and in those without, the time being given in hours and minutes per week per hundred homes:

<u>Program</u>	<u>Homes with Telephones</u>	<u>Non-Telephone Homes</u>
Religious	10:30	20:12
Psychological	15:38	21:26
Home Economics	14:19	16:27
Serious Programs	20:39	10:53
Serial Drama	444:07	555:35

From these statistics certain logical deductions may be made on the obvious assumption that in general non-telephone homes are occupied by those whose economic status has precluded them from an equality of opportunity in the matter of education:

- (1) That the poor and depressed in non-telephone homes listen almost twice as long to religious broadcasts, indicating an "escapist" complex resulting from their situation in life.
- (2) That they have at least equal capacity and greater interest in psychological and home economics programs which might tend to improve their way of life.
- (3) That the more-favoured telephone users have a greater aptitude for serious programs, due largely to their superior training and education.
- (4) That all listeners spend an inordinate amount of time on the "soap operas" and serial dramas generally, varying from 22 times the time devoted to serious programs in homes where educational opportunity has been greatest, to 55 times in homes of the economically and culturally depressed.

While the attention to serial drama undoubtedly denotes an interest in dramatics and romance and indicates what might be accomplished in community drama leagues, is it yet not most unfortunate that in each home the proportion of time per week devoted to radio listening varies from 6.53 to 12.39 minutes of serious programs to from 4.44 to 5.55 hours of serial drama?

The comparison is still more significant when we consider the type of "education" that the general run of serial dramas inculcate into listeners. They are full of the Hollywood interpretation of love and marriage plus a Horatio Alger glorification of "rising from the ranks" in the accepted American way of the era of pioneering. The doctors are all handsome Gables ambitious to be great specialists without mastering the technique of the profession but just getting there by political wire-pulling or some other extraneous influence, engaged meanwhile for most of each working day in amorous intrigues with glamorous nurses.

¹See Paul F. Lazarsfeld, Radio and the Printed Page, p. 50.

And this is not all. Marriage à la Hollywood is one continuous romance and thrilling honeymoon, where every girl gets her man and holds on to the early memories so that romance will never fade! There is always a false idea of the husband's career, as also of a wife's unfailing intuition to deal with any situation - even the sinister influence of other females. And there are the "advice" programs where people are led to expect the worst. As a result we have more and more psychopathic women that no man can live with; and by following the Hollywood technique, more and more divorces and loose notions of every type.

The future of radio is unbounded if we have the courage to tackle the problem. In England they are willing to pay more for a radio license in order to be rid of the vicious advertising and the general false sense of values which is being inculcated into our citizens in alarming proportions.¹ It is our women, the mothers of the citizens of the future, who are being perverted the worst, for they are more in the home and much more subject to the influence of radio.

What we need, if we in America cannot get rid of commercial programs altogether, is an increasing amount of balanced education and enjoyment under such auspices as our universities, public libraries, art galleries, museums, and symphony orchestras; and the content should not be solely for the intelligentsia, but of popular appeal and suited to the needs of the common man. One of the great problems of the age is to find the means to form and express an intelligent public opinion without impairing political democracy, and surely our universities, our cultural centres, and our Department of Education should lead the way. A recent address by M. Aurele Seguin, Director of the CBC French educational network, on the application of radio to education drew from The Varsity another plea for a radio station at the University of Toronto:

"The Radio College director pointed to the forthcoming developments in radio. The relative inexpensiveness of Frequency Modulation transmitting equipment, its fidelity of reproduction, its freedom from static and the feasibility of operating a large number of FM stations in a confined locality, will open a new, broader field and will facilitate the granting of licenses and frequencies to educational institutions.

I think M. Seguin's lecture is an argument for the desirability of a University radio station. Though the demand for talent is great, radio is nevertheless a hard taskmaster. It requires early development of voice, speech, flexibility of imagination. The consumption of written material by broadcasting stations runs into millions of words daily.

The use of radio as an educational medium, if extended in the near future, will require the services of disciplined mastercraftsmen in the tools of radio-writers, adapters, actors. But if the end product of radio is to rise in cultural value, it will need recruits from the graduate class. It is in providing an opportunity for training to such people that a University radio can be of invaluable service - as witness the talent turned out by other university stations across the country.

¹At present the receiving license fee is 10s., the same as our own, but it is shortly to be doubled to avoid the contamination that commercialization brings.

It occurs to speculate on how much more beneficial it would be, to housewife and school child alike, to supplant the present soap-plugging opera in the afternoons with dramatizations of Canadian History, of great novels, the adventures of scientific evolution! The Tale of Two Cities can certainly be made as interesting as Ma Perkins."¹

The Department of Education of British Columbia sponsors a remarkably fine series of educational radio programs for children, as the following outline² shows:

"Magic Hinges (Mondays).

A series of six programs of dramatized stories suitable for Grades 1-6.

Slaves of the Lamp (Mondays).

Seven elementary science programs dealing with the general topic, Energy. Grades 4-8.

Music for Juniors (Tuesdays).

The popular program of songs, rhythmic, and appreciation for Grades 1-4.

Westward, Look, the Land is Bright! (Wednesdays).

A new social studies series planned to emphasize the importance of Pacific relations. Grades 7-11.

Youth in Search of a Future (Wednesdays).

Three more vocational guidance programs for senior grades.

Listening is Fun (Thursdays).

Music for intermediate grades. The musical guide takes you around the orchestra. For Grades 5-9.

Why Sing? (Thursdays).

A short series of three spring music programs, to round out the season. For Grades 5-9.

National School Broadcasts (Fridays).

A continuation of the series produced especially for schools across Canada, by the CBC. Grades 4-12."

It is recognized, of course, that as a medium of discussion and education "radio suffers from the superior attractiveness of a dogfight to an ordered exchange of views".³ While instruction gets credit, amusement gets listeners, and a twist of the dial does the trick. As the Harvard Committee observes, "Any tear jerker concocted for the ear alone beats the 'holy poets' pages' every time."⁴ But difficulty merely adds zest to a worthy undertaking. We are far behind in Ontario, but organization and public spirit will provide the solution.⁵

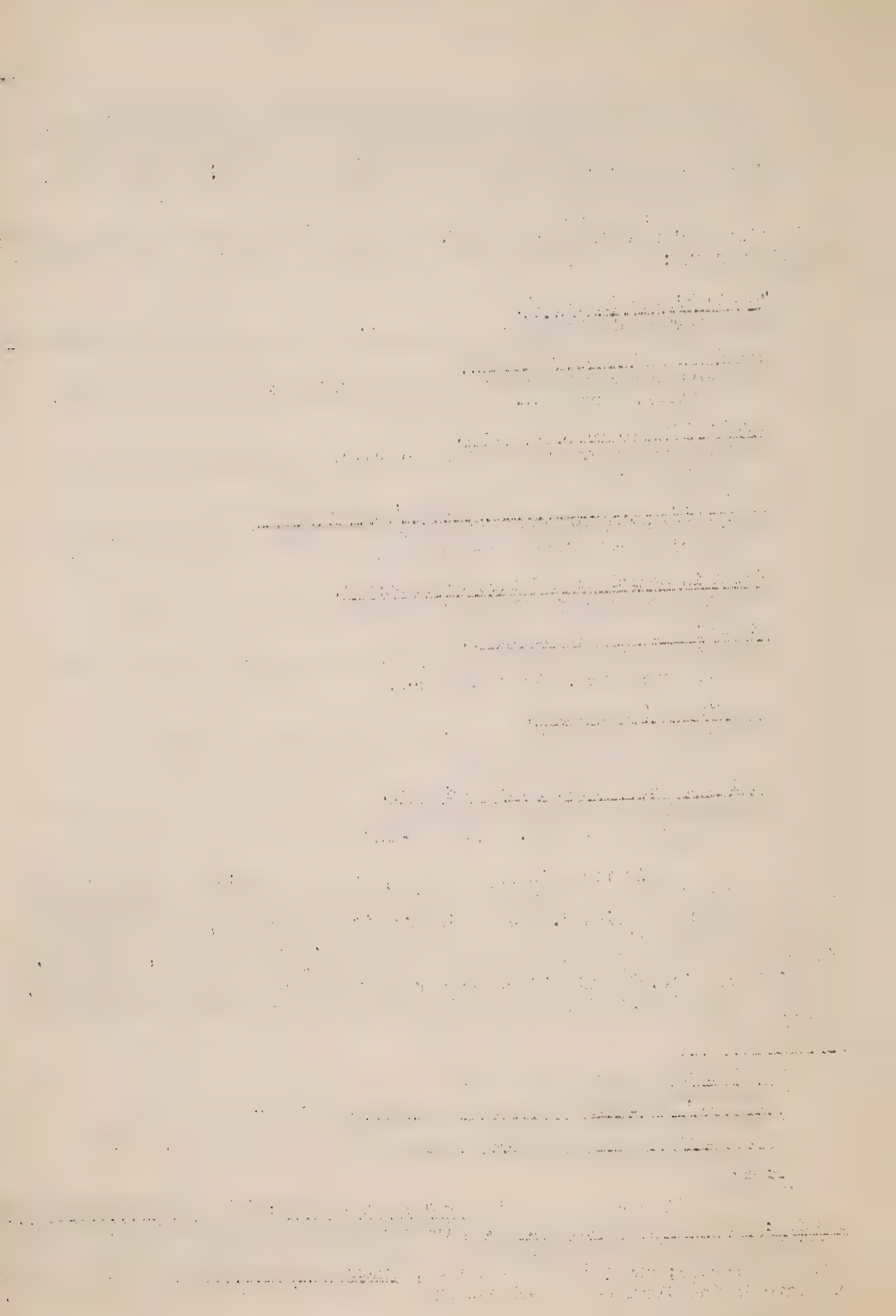
¹The Varsity, February 7, 1946.

²Teachers' Bulletin for School Broadcasts, January-April, 1946.

³General Education in a Free Society (Harvard Committee), p. 265.

⁴Ibid.

⁵See also (1) Robert S. Lynd, Knowledge for What?; (2) New Ventures in Broadcasting: A Study in Adult Education (published in Great Britain in 1928, when the British Broadcasting Corporation were doing something about it while we were still using earphones); and (3) W. B. Levenson, Teaching through Radio, 1945, an account of radio in the Cleveland school system, an outstanding example of extensive use.



CHAPTER XVI

Community Centres

This country, along with many others, is at the moment greatly concerned with the problem of juvenile delinquency. Admitting that much of the delinquency is on the part of the parents rather than the children, the problem is even more one to be solved by adult education. But even the parents can do only so much; the community must do the rest.

"I for one", says the Honourable Brooke Claxton, Minister of National Health and Welfare, in a Foreword to the most authoritative Canadian book on the subject, "hope the idea of Community Centres spreads into every city, town, and village - no matter how large or small."¹

Community centres are needed because we are, or profess to be, a democracy. They will provide meeting-places for our citizens, comradeship, a sense of "belonging" that should be inherent in our way of life. They will be centres of amusement, sports, music, drama, arts, and crafts, and will create more of each as individuals develop latent talents. They are the answer to the need for unity of purpose, for planned leisure, for cultural growth which enriches the entire community and with it our national life. No longer can we restrict the pleasures of life to privileged classes, however based:

"One of the great values of the Community Centre", says a recent commentator, "is that it will be a visible reminder of that ideal well-rounded life which should be the goal of everyone."²

While the growth of community centres has been recent, there have been earlier examples originating from private generosity. The Elsie Perrin Williams Memorial Centre in London, the Iverley in Montreal, the Dale in Hamilton, the Newcastle Community Hall provided by the Massey estate - these have been in operation for some years. Women's Institutes have provided some, our Ukrainian citizens - strong in community spirit and in musical talent - have erected many, and there are notable, civic centres at Nelson and Penticton, British Columbia. But our school plants provide the economical solution for a broad development, though objections and difficulties have to be surmounted. Recently, when a public-spirited school trustee suggested motion pictures in schools on Saturdays, objection was taken to the idea because it would compete with commercial enterprise; and the majority, sad to relate, voted it down. The consequence is that thousands of little children line up Saturday afternoons before our community theatres to be enlightened and educated by Gangbusters in the Underworld and Week-end Wife. Do we prefer the profits of commercial enterprise to the education of our children at their most impressionable age? It is for you, the members of the Royal Commission on Education, to decide.

"Experience has shown", says the British Ministry of Education, "that men and women do not as a rule make the best of their leisure if the only facilities available outside the home are those provided by commercial enterprise..... Today hosts of men and women earn their living by doing

¹John P. Kidd, Community Centres (Canadian Council of Education for Citizenship), p. 3.

²Ibid., p. 35.

monotonous repetitive work which demands relatively little skill and contributes hardly at all to the worker's all-round development as a human personality. If this is to be achieved it must be in leisure time,... putting people in the way of making their own entertainment and bringing out their latent abilities,...and we are of the opinion that the provision of communal facilities for the rational and enjoyable use of leisure is necessary."¹

The initiative for community centres should, except in unusual circumstances, come from the community itself, but provincial or dominion grants must be generous, depending on circumstances beyond the community's control. A good rule for a community is to plan for what can be maintained, not for the capital cost alone. The financing under present conditions is sure to be as varied as the communities. Private subscriptions, donations by corporations, and civic grants are usual, but service clubs, churches, and miscellaneous associations often aid, raising their money by anything from carnivals and circuses to bingos, raffles, and other forms of polite gambling. As we become more generally educated and socially conscious, the proportion from such questionable means will no doubt decrease and the grants from governmental authorities increase.² In Cherryville, B.C., a mountain-rural community with only 30 families in a 15-mile radius, the population assembled in true pioneer fashion, hewed the logs, and raised their community hall. Altogether the cash expended was only \$200, for socials, sales of work, and similar self-help provided the equipment.

During the War, when so much done under State enterprise furnishes illuminating examples of what our future will achieve, community centres were found in the great munition plants; and Wartime Housing Limited maintained 33 similar centres.³ Brantford is planning a \$375,000 community centre, with nearly half of the amount a civic grant. It is to be hoped that innumerable other cities, towns, and villages will commemorate their war dead by erecting similar "Living War Memorials" in place of the stone monuments and cairns constructed after World War I.

The possibilities of community centres are so extensive that books on the subject need several pages merely to list the activities that can be carried on.⁴ Here is some of the recommended equipment: art gallery, music room, library, large auditorium, stage, projection booth, listening rooms, broadcasting room, gymnasium, swimming pool, dressing-rooms and lockers, lavatories and powder rooms, lecture rooms, small auditoriums, lounges, canteen, snack bar, kitchen, offices; reception desk, squash courts, physical training rooms, games rooms and showers.

Among the activities which will, for the first time, bring the best things of life to the general public are these: cultural arts and crafts,⁵ hobby exhibitions, dramatics, musicales, socials, teas, dances, smokers, banquets, indoor and outdoor sports, sunbathing, motion pictures, lectures, discussion groups, and educational forums. There will, too, be health clinics, vocational guidance, and a complete counselling service. Boys will be able to play pool and

¹Community Centres, British Ministry of Education, 1945.

²In Great Britain the State grants run up to 50 per cent of both capital costs and maintenance.

³See an article by Lionel Scott in Food for Thought, May 1945.

⁴See, for example, Kidd, Community Centres, pp. 100-103.

⁵Some excellent craft and hobby exhibitions have recently been held by the T. Eaton Company.

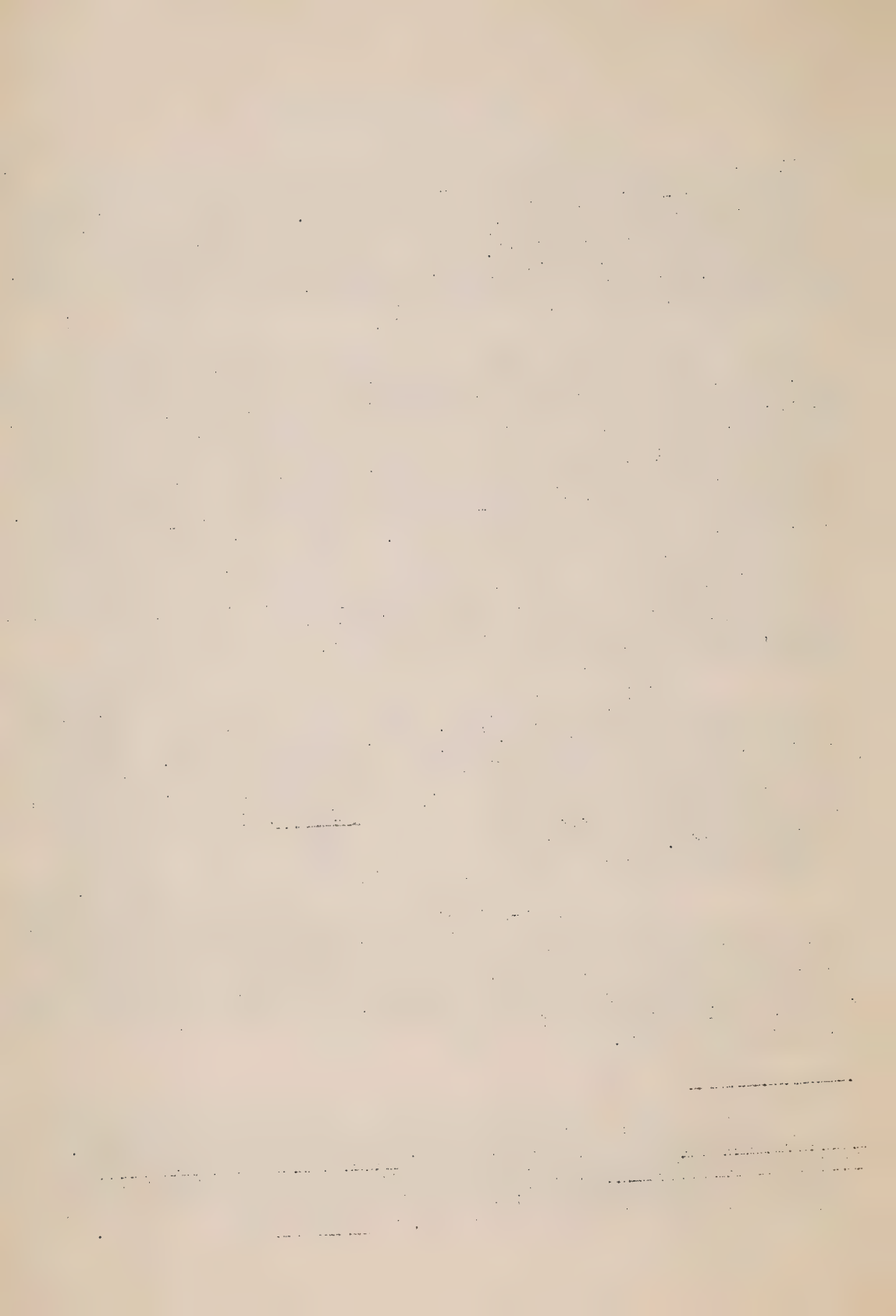
billiards under the same auspices - and they are games which are unrivalled for a balanced co-ordination of brain, eye, and hand; and our youth will imitate the wealthy adults who can patronize hotel supper dances and night clubs by having their own "Teen-age Nite Club". Juvenile delinquency and crime cannot co-exist with community centres which will provide a combination of amusement, culture, and crafts; which will demonstrate to our citizens that all the good things of life are not reserved for the wealthy few.¹

But we cannot close this chapter on community effort to make democracy a living organism without referring to notable achievements in Mexico - for we have to go far "south of the border" for something new in democratization. Anglo-Saxons have always tended to think of the Spanish nations as a race of spectators of bull fights, and we have never admitted them into the circle of select democracies. But assuming that a truly democratic sport is one in which people play, not watch others who are paid to play, Mexico is far ahead of us. There most of the sport is state-supervised, and even the time-honoured siesta has faded out before the sporting program. Government finance and organization is its basis, and the entire system is really very simple. Every employer pays a very small tax into the state sports fund, based upon a percentage of each employee's wage, and the whole is used to provide sports for all. For ten years this innovation has been humming along satisfactorily. In fact a huge reserve has been built up in spite of large expenditures. The state-owned Bank of Mexico's Centro Deportivo Chapultepec may be taken as an example.

Originally built to accommodate one thousand people, this sports centre has a membership of over 6,000. There are several baseball diamonds, a soccer field, a \$70,000 swimming pool, and sixteen tennis courts. The tennis stadium has a seating capacity of 3,500 for tournaments, though the idea is to get everyone to play rather than watch. There are two French tennis courts, this game being a cross between regular tennis and jai alai. Inside the club is a restaurant, locker facilities for a thousand people, and numerous ping pong and badminton courts. And no péon is too poor to learn any game, for there is neither social discrimination nor any undue importance assigned to wealth.

These government-maintained clubs collect a very small membership fee from those who can afford to pay it, but if unemployed people or school-children want to use the facilities they are given free membership cards. The Government insurance company controls the Club La Nacional, and experts are hired to teach tennis and various other sports. Each branch of the State services, in fact, has its own association, and there are two hundred tennis clubs with 22,000 regular players.

¹In addition to the sources mentioned, see Flora and Gordon Stephenson, Community Centres (London, England, 1942); Planning School Buildings for Community Recreation Use (American Association of School Administrators and the National Recreation Association); and "Pontiac Schools as Community Centres", by J. H. Harris, Superintendent of Schools, in Recreation, September 1943.



Observers are impressed when they see all classes using these state-maintained clubs on a familiar and friendly basis. Even the employers who finance the project like it, because the frequent big sports meets bring big business in their wake. The girls of Latin-American countries are traditionally more restricted and our slap-dash femmes in skimpy shorts and long-tailed shirts would create a riot in Mexico; but the girls participate in the games on the same basis as the men, and with equal success.

So the siesta is undergoing a radical change and a notable rejuvenation. The former hour and a half at the dinner table is replaced by sports and a snack, and there is no doubt about the general benefit by the change. A similar development here would naturally be brought about through our public parks, and in our latitude the sports might be better at 4 or 5 p.m.

"We of the country by and for the people", says Macy, who was tennis professional at the Chapultepec Club, "might try giving sports back to the people. They'll know what to do."¹

In fact the people will know what to do with many things we have long withheld.

CHAPTER XVII

Rural Education

Our pioneers had at least some idea of the need for progress, realizing that human beings are not static but either going forward or backward. At agricultural societies, horticultural societies, fairs, and exhibitions, all of which were far more widespread than in our time, every effort was made to emphasize innovations in agriculture and farm life, and prominent speakers who had a message worth conveying - not just politicians who specialized on attacking their more progressive opponents - were brought to inspire their hearers by their ability and breadth. It is no wonder that the rural fairs of the pioneer period were long-remembered events.

The Ontario Agricultural College was founded in 1874, with 28 students in attendance. In the current year there are 658 men and 10 women in attendance, 70 per cent of whom are from rural areas.² There is accommodation in residence for 500 students, and the total expenditures of students run from \$310

¹See the excellent article, "Mexico Is Not Napping", by Jack Macy in Esquire, December 1943, p. 118. In England the days of privilege in fox-hunting, pheasant-shooting, and game-keeping are all but gone. See "Revolution in 'Upper Crust' Sports", by Ronald Graham, Toronto Star Weekly, February 23, 1946. "One day at the start of the century", he says, "seven guns, including the then Prince of Wales, at Hall Barn, Beaconsfield, bagged 3,937 pheasants". Commenting that the "sportsmen" were the great landowners and "the idle rich", Mr. Graham concludes: "It is not too much to say that the country gentleman is finished.... They know it was all perhaps too good to last.... They depended for their tradition and glory on wealth, privilege, and leisure, and a savage crimp has been put in all three."

²Letter to the writer from A. M. Porter, Registrar, February 19, 1946.

to \$374 per year, plus recreation and other personal expenses. The tuition fee alone is \$50 for residents of Ontario and \$100 for non-residents. Considering this registration in relation to a province of four million inhabitants, we cannot but conclude that a beginning has hardly been made in agricultural education; and the conclusion is reinforced by Dominion statistics that in the period 1934-42 the graduates in scientific agriculture in Canada averaged but slightly over 200 annually, and of diplomas in practical agriculture a mere 700 a year.¹

The extension work of O.A.C. includes demonstrations of improved methods, exhibits, etc., at fairs and exhibitions, addresses by the faculty, circulars and bulletins, a Packet Loan Library, and the circulation of rural films when requested. It is not pretended, however, that these services meet the great need.

Something vital, however, has been accomplished by the National Film Board as a result of War needs. Essential wartime information was conveyed to some 2,000 remote centres of Canada by this agency, and the service is being continued in peacetime, providing the only regular opportunity for community get-togethers. Concerts, games, dances, and sing-songs follow the movies, and the people are awakened to all sorts of community problems that seemed non-existent before. Their social consciousness once awakened, they see the need for better housing, maternity welfare, and community centres to lessen juvenile delinquency.

"Somehow", says an illuminating account of the work of the National Film Board, "the young people hanging around street corners are no longer just the neighbours' children in their usual haunts when their doings are dramatized on the screen. They are suddenly seen as a problem in wasted youth and abilities, a problem that demands action."²

Sociologists who have made a study of rural regions, both in isolated settlements and in small agricultural villages, describe their characteristics as follows:

"There were 94.5 males to every 100 females.... One-seventh of the women are widows.... Another distinguishing characteristic.... is the high proportion of old people.... These facts have important sociological implications. The number of older people, and the preponderance of females - especially the larger number of widows - make for conservatism.... The older people have.... a peculiar economic interest in preserving the status quo in the village.... These people have lived their lives. They now ask of the world, not opportunity but peace and quiet. Hence they are out of sympathy with youth. They see no reason for expanding the school curriculum or building an up-to-date school. They ask from the church assurance and sympathy, not service.... Educators and clergymen face a difficult problem in dealing with this group. The wonder is not that this is so, but that in the face of this condition villages have made as much progress as they have."³

¹Supply and Demand in the Professions of Canada (1945), p. 14.

²Mary Shortt, "Rural Canada Keeps Tab on the World as Movies Take the Road", Toronto Star Weekly, February 23, 1946.

³Dr. Edmund Brunner quoted in Benson Y. Landis and John D. Willard, Rural Adult Education (American Association for Adult Education), pp. 11 and 12.

Another investigator indicates the relative force of the two main types of religion in rural and urban localities, and their sociological implications:

"Religion in rural life has been largely one of 'crisis' rather than one of 'culture'. By a religion of crisis we mean one which has provided escape from present existence.... It has emphasized otherworldliness, has opposed new intellectual movements, has encouraged patient endurance with the social order or with nature. On the other hand, there are evidences of the spread of a religion of culture, emphasizing the importance of human potentiality, practical works of human betterment, and education. It has been aware of the world and its circumstances, has been concerned with the creation of a new society, has made efforts at correcting economic evils."¹

Results of the most primitive conditions are far-reaching. In some parts of Ontario the inhabitants, from isolation and low economic status, have become degenerate and sadistic, a menace to their neighbours and a damning reflection upon our interpretation of democracy. Educated doctors will not labour in such conditions, and sporadic efforts have been made to remove the people elsewhere.

In regions where the inhabitants have had half a chance, however, they are very different. Many parts of Old Ontario are in this favoured category. There the impetus of high school - even college - education has made both men and women aware of the deficiencies of their neighbours, and they are doing something about them. Electrification of farm buildings has been followed by other means of beautification. The women, particularly, want more conveniences, more leisure, and a chance to develop hobbies, good music, and good pictures. While the old people may be satisfied to sit in a rocking-chair and sew, the young develop gardening, bird study, music, and reading. Surveys have shown that country people in favoured districts are becoming interested in history, social science, colour harmony, and philosophy. It is all a matter of opportunity. Actual illiteracy is not now much higher in rural than in urban districts, but in the province as a whole many rural people are backward because the chance to be progressive has been denied them.

The outstanding example of what can be done in rural education is Denmark. Christian Kold, founder of many of the Folk Schools, taught the young people who came that they could be noble-minded even though milking cows or pitching manure. Believing that our civilization should not be characterized by the misery of the very poor and the insolence of the very rich, "he scoffed at the 'progress' which revealed itself in extravagant clothes and superficial amusements". He concluded that there is

"an essential difference between the ordinary democracy that aims at the attainment of a culture in mere material things, and the democracy of the high schools, which strives to unite plain customs and a simple, frugal life with a genuine culture of the mind and heart."²

¹Ibid., p. 10.

²Begtrup, Lund and Manniche, The Folk High Schools of Denmark and the Development of a Farming Community, p. 102.

The Danes realize that education is atmosphere as well as instruction; that formation of character, outlook, and attitude is most readily effected by elevating the mind by high ideals; and that biographies of the Greats of the past and their cultural achievements provide the best inspiration. Not only, consequently, do the Folk Schools quicken the intelligence, but they awaken in young men and women

"a yearning for knowledge and a desire to work; the character of the pupils was strengthened, and they left the schools with a much enlarged outlook on life. To satisfy its yearning for knowledge a current of youth flowed from the Folk High Schools to the agriculture schools, and when it afterwards passed out into life it did so with a strong feeling of fellowship and a desire to work for common progress."¹

With at least 30 per cent of the farming population attending these schools and living in residence for several months, the achievement of Denmark is described by Sir Richard Livingstone as "the only great successful experiment in educating the masses of a nation"; and the people as a result "perhaps the only educated democracy in the world".² Just as the United States could not remain half slave and half free, so the people of Ontario, whether urban or rural, cannot be allowed to remain half educated and half Rip Van Winkles denied the opportunity to know what the good life is. Education alone can make them free in terms of well-rounded personalities released from superstition, prejudice, ignorance, and fear.

CHAPTER XVIII

Education for Intelligent Living

Recently, the Toronto Evening Telegram said editorially under the caption, "Parents Do Not Always Receive Co-operation from Teachers":

"Parents have been criticized for the unmannerly conduct of children, but it appears that in some cases school teachers are not only responsible but also connive at, if not actually encourage, carelessness in dress, manners, deportment and speech.

Instances are common where children are despatched to school properly dressed, but before they reach school the young girls have slapped on lip-stick and the boys have removed their ties, dragged their shirts over their trousers and pushed their socks over their shoes. They think nothing of calling their elders by their first name, of walking three or four abreast and crowding the sidewalk, of hogging seats in the street-car while elderly men and women stand, of using language that is ungrammatical and coarse.

When parents have attempted to correct such behavior they are met with the protest that other boys and girls do the same thing and that not to do likewise would be conspicuous. The onus is shifted to the teacher. Some teachers, parents complain, allow it or ignore it when girls make them-

¹Begtrup, op. cit., p. 48.

²Sir Richard Livingstone, The Future in Education, p. 44.

solves up like miniature 'molls', when boys dishevel their clothes, talk like toughs, slouch in their seats, and generally act like savages. Some teachers, parents state, encourage boys to call them by their first names outside school, and apparently expect by some miraculous influence to maintain discipline, respect and courtesy in the class-room. It is difficult to understand how a teacher can preserve the respect to which he is entitled at all times if he permits insubordinate familiarity at any time.

The ultimate responsibility rests with parents, but it is obvious that their efforts to bring up their children correctly are hampered if there is little or ineffective support at school. They have the right to expect co-operation from teachers, and teachers can effectively co-operate by imposing discipline in dress, speech and conduct in their class-rooms and, by means of the occasional lecture, instil propriety out of school."¹

The teachers are not generally disposed to accept the criticism without protest, but whoever is to blame, it is noticeable that a great number of children lack respect for authority. What schools could do is to raise their standard of dress, conduct, decorum, and politeness. But it must be recognized that there are many influences pulling the other way. Only those who are in daily contact with children can appreciate the force the movies and the radio exert upon young minds. Their lockers and desks are plastered with pictures of actors and actresses, and their general conversation imitates the latest slang and the sloppy English of the third-rate films which are most commonly seen in the community theatres. Many of the girls are so preoccupied with "love" that nothing else seems to matter, and the sad part is that a book like Forever Amber will exert far more influence than anything the school can teach; and with as beautiful a star as Peggy Cummins in the title role, immorality will be popularized so effectively that all the teaching and sermons in Canada will not counteract the indelible impression on susceptible adolescence. But then, of course, there are huge profits to commercial enterprise!

The solution lies in the provision of opportunities for hobbies and interests of every kind that make for intelligent living, however much they compete with commercial enterprise; for obviously, unless we are to entrust that agency with the training of our children, there must be a choice made.

"Youngsters have active minds", says Brigadier-General D. C. Draper in a highly public-spirited article. "That, as a matter of fact, is one of the very causes of juvenile crimes. Consider, then, what a checker club, a chess group, art classes, magazine centres, a camera group, oratory lessons, choir singing, orchestras, dramatic presentations in which sewing groups and art classes co-operate, could accomplish. Keep a boy active and he's happy. Keep him active on wholesome projects and he becomes an asset to society. And he'll stay out of crime."²

¹February 13, 1946.

²Toronto Globe and Mail, February 23, 1946.

The Y.M.C.A. and Y.W.C.A., and other similar organizations, have done much to provide for the needs of our youth along physical, social, cultural, and educational lines. In Toronto a six-weeks course covers such subjects as "Marriage in a Modern World", "Psychology and You", "Our Public Services", and "Comparative Religion". The Ontario Girls' Work Board, with its Canadian Girls In Training movement, is doing highly commendable work in many parts of Ontario. Study groups have shown unbounded interest in health, etiquette, and conduct subjects such as "How to be Charming", "How to Get Along with the Family", "Boy Friends", and "What Do We Believe"; while others have discussed "How to Budget my Time", "Looking Towards Peace", "Freedom for Women", "Will Democracy Work?", "Social Services", and many other worthwhile topics.

Due, no doubt, to wartime stress and necessity, the youth of Great Britain have been more completely organized on this basis. Some 70 per cent belong to some type of youth association, while before the War only 30 per cent were in that category.

"The British youth training scheme", says a prominent English social worker, "was in no sense a militaristic youth movement like the one that was afoot in Germany. It aimed at keeping young folks from wandering aimlessly in the streets where they had no way to vent their high spirits other than by getting into mischief. But getting them off the streets was not enough. We had to proceed to give them a concentrated program to keep them busy.

Only a scant 10 to 15 per cent of British youngsters fail to respond to the comprehensive educational and recreational plan instituted by 'Youth Services'," Mrs. Elliot said, "and of these few juvenile delinquents, 80 per cent are re-educated and made into valuable citizens by one of three systems.... 'probation', 'approved schools' or 'the Borstal penal system'."¹

Turning again to the instruction in our schools, we suggest that training for life is generally neglected through too great pressure to prepare students for vocations. The emphasis should be placed on how to live, whereupon the needs of business and vocational life can be met in their proper sequence. A compilation from the latest Report of the Minister of Education for Ontario shows that only one-quarter of all girls in secondary schools take Home Economics.² But another compilation from population statistics of Canada shows that two-thirds of all girls marry, and almost all the others keep house in one way or another. Obviously every girl in every primary and secondary school should be given an integrated course in Home Economics, and in the upper grades it should include sex education and child management; and every boy should be prepared for life in similar fashion by a course which, while varying considerably from that of the girls, would have the same worthy object in view.

¹Mrs. Walter Elliot, wife of a British cabinet minister, gave this description when she visited Toronto recently.

²Classification of Pupils by Studies, for 1942-43. On the other hand, due to the use of dictaphones and to many other contributing circumstances, a sample survey of graduates of a Toronto School of Commerce showed that only one in ten who had spent years at shorthand were making any use whatever of it in their subsequent employment.

"In our schools", says a noted criminologist, "we train for everything else but parenthood. We teach 'home-making', by which we mean teaching girls how to prepare food, decorate a house, make clothing, and keep the family healthy, but leave out the most important thing of all - man-management and child management! And the males we train not at all. We stress the economic and aesthetic but quite neglect the psychological and the social."¹

We make some effort, at least, to help British war brides to become adjusted to our manners and customs, and we teach them home nursing.

"The home nursing course", says a press account, "has the greatest appeal to the brides. Fundamentally interested in building happy homes and raising healthy children, they agree that this course offers the most practical of household knowledge. They learn to make beds properly, to detect early symptoms of communicable diseases, the general care of children and infants and home emergency treatment.

'Care of children is something every young bride should know about,' said pretty, blonde Mrs. Anne Lea, of Lynd Ave., who is attending the home nursing class given by the Red Cross."²

Yet we have no such training in our schools for the innumerable girls who will shortly be Canadian brides! The vast majority of mothers have to grope their way "along the dismal path of trial and error", as Lou and Allen May point out; and as they demonstrate conclusively, we in Canada with all our "rugged individualism" have 20,000 mothers annually with no medical care during childbirth and an infant mortality rate of 50 per thousand live births, the worst among the white races of the Empire. But in New Zealand the infant mortality rate is but 29 per thousand births, for they have a Mothercraft organization partially supported by the State.³

In the cultivation of the aesthetic and cultural, as in the avoidance of the worst elements in life, there is no limit to what might be done for our youth. General Eisenhower, who might have been a glorifier of armed combat, has emphasized that we should educate war out of existence by acquainting everyone with its horrors and with the awful alternatives if we do not avoid wars in the future. Our textbooks, on the contrary, are filled with the glory of battle, as antiquated as everything else that atomic energy has displaced. Education is at least as much atmosphere and outlook as it is instruction, and in recognizing this our private schools are in advance of our public educational system.

"What is most important", say the historians of the Danish Folk Schools, "is not the amount of knowledge the students acquire, but the fact that the young people get mentally and emotionally roused. They may forget a deal of the instruction, but they leave the schools different people, having learnt to hear, to see, to think, and to use their powers."⁴

¹Professor J. L. Gillin, Criminology and Penology (1945), p. 175.

²Toronto Globe and Mail, February 15, 1946.

³See Lou and Allen May, "Canada's Shameful Infant Death Rate", Liberty, February 10, 1945. For general health education in New Zealand see The School, January 1946.

⁴Begtrup, Lund, and Manniche, The Folk High Schools of Denmark and the Development of a Farming Community, p. 38.

Perhaps we, as the Danes have, can approach in spiritual values the ideal established by Plato thousands of years ago:

"Let our youth live in a healthful land, among beautiful sights and sounds, and absorb good from every side; and beauty streaming from the fair works of art shall flow into eye and ear, like an air bringing health from a world of health, and insensibly draw the soul into likeness and sympathy with the beauty of Reason."¹

We must, in fact, extend our conception of education in a free society to include full opportunity for the good life for all. Among the rights of citizens must be the right to good health, irrespective of the ability to pay.² It will be found on investigation that, in every age, those who would maintain the status quo are basically impelled to do so by privileges obtained and profits reaped on things as they are; and this applies not only to negro slavery and the exploitation of factory and agricultural workers in the past, but to alcoholism, to prostitution (the white slavery of today), and to State provision of educational, medical, dental, and legal services for the benefit of the poor and depressed. A way of life based on injustice, whatever the advantages to the few, cannot last.

The recent introduction of vocational guidance in our schools is the most highly commendable advance of a generation, and it awaits merely a full extension in every direction to reach the heights in human service. Consider this comment from a Grade XI student in the Eastern High School of Commerce, Toronto:

"I consider the most important event of the school year is, without question, the inauguration of the Vocational Guidance department. At last our school is equipped to meet its most difficult problem - the students. From time to time the Vocational Guidance teacher will discuss your ambitions with you.... In its complete state the plan will provide a means of checking the educational development of each student."³

In support of these general recommendations on child, adult, and higher education we submit the following excerpts from essays by students of the Eastern High School of Commerce, all of them awarded prizes in open competition and printed in the school magazine in the current year. We think you will admire their frank approach and the capable manner in which they set down their thoughts.

Community Social Life

"There is definitely a need for more community social life. One has only to read the newspapers to realize this fact. The teen-age murders that have occurred in recent months make it more and more evident that teenagers should have places to go for their fun and recreation. More schools and clubs, I think, should be open for this purpose. I think our School should be a regular 'Community Centre' - for the old as well as the young."

- Freda Bailey, Grade 10.

¹Plato, The Republic, p. 401.

²This principle has been recognized in Saskatchewan, and a start has been made by providing at State cost for 25,000 people. See What Does Health Mean to You?

³Essay, "The Event of the School Year: Vocational Guidance", by Joyce Tevans.

"With more community social life juvenile delinquency would take a sharp decline. The 'adult delinquents', too, would learn a lot from these meetings. People both young and old would learn to work and play together; they would learn to work out their problems together. If we wish to have strong communities and upright citizens we must have more community social life."

- Violet Merrills, Grade 11.

Should University Education Be Free to All?

"It has been hardship for the poor and easy riding for the wealthy for many a year. Among our workers, where money is not easy to get, there are students who have the ability for a higher education. For them, free university education is a great opportunity. I think that a university education should be within the reach of rich and poor alike."

- Marie Renaud, Grade 10.

"This question is in the minds of many people. Should the university admit all, regardless of race, colour, or creed? I think that all boys and girls, no matter who they are, should be admitted. The brothers of all fought and died together for the same cause. If our boys and girls don't get a chance to do the work they have planned they will become careless, and it won't be done properly. Bad citizenship often results when people do not enjoy their life work."

- Edith Sugarman, Grade 9.

Thoughts on Education

"Education plays a very important part in the development of a nation. It is the deciding factor as to whether that nation will stride forward strongly, overcoming all difficulties, or whether it will be left living in an age long past. If a nation wishes to excel in the field of human accomplishment its educational standards must be of the highest. Nazi Germany has shown us what the wrong kind of education can do to a nation. The right kind of education can make us strong and fearless, not striving to rule our neighbours by pitiless cruelty, but to make this a better world through the strength of its educational institutions."

- Violet Merrills, Grade 11.

Our aim in education, whether child or adult, must be to provide facilities and develop attitudes that encourage intelligent living. There will be a variation in content according to age, but in general the principle must apply that all are entitled to knowledge on every subject that will benefit them in life and citizenship.

"Our first task", says Sir Richard Livingstone in concluding his notable work on education, "is to realize that the spirit of citizenship does not grow into a strong plant without cultivation; our problem will be solved when everyone born in Britain has the knowledge needed by a citizen, has

seen the vision of what citizenship is, and has been trained in it by living with others, not merely as an individual but as a member of a community whose life and responsibilities he shares. I have put these three requirements in inverse order. The most important is the last."¹

Obviously the ideal will not be realized in a day or a generation but we are marching towards it. As Browning puts it,

"A man's reach must exceed his grasp
Else what's a Heaven for?"

Our pioneer forefathers were not daunted by difficulties. It is recorded that as they pushed westward over mountain and plain,

"They moved like an army of ants, and fixing their eyes towards a distant land, marched as directly as the country and their own powers would let them, surmounting each obstacle as it appeared until they reached their goal."

Can we afford to do less?

CONCLUSION

"Noble is the prize and our hope is great."

- Socrates

If it should appear to any of you that this brief is unduly progressive, we would point out that we have covered a wide field and sought varying opinions on every subject, but there are no reactionaries in education. Sir Richard Livingstone calls our era "the Age without Standards",² and Philip Wylie considers it "the Age of Sham".³ Professor Gilbert Norwood of the University of Toronto blames this deplorable state of affairs upon our "self-satisfied ignorance and parochial conceit".

"Thus", he continues, "we fall a prey to 'practical men' who corrupt education.... These false prophets are unchallenged by public opinion, for their poison has not yet reached its full effect."⁴

The world is changing fast and the trend is unmistakable. The Age of Equal Opportunity must replace the Age of Privilege. We respectfully request that you, the members of the Royal Commission on Education, make it possible for Ontario, our richest province, to lead the way, as the Prime Minister says he hopes you will do.⁵ You may, of course, if you see fit, write

¹Education for a World Adrift, p. 158.

²Sir Richard Livingstone, Education for a World Adrift, p. 11.

³See his powerful indictment of modern civilization, Generation of Vipers.

⁴"Are We on the Way to Being White Zulus", Saturday Night, February 2, 1946. Dr. Norwood is Director of Classical Education at the University.

⁵Address to the Secondary School Teachers of Ontario, December 27, 1945.

a Report that will be obsolete before the ink is dry, but thousands of Secondary School Teachers of Ontario are confident that the recommendations you make will be for half a century the model for progressive education not only in Canada but throughout the world. Nothing less will do. "I please myself with imagining a State at last", says the philosopher Henry David Thoreau, "which can afford to be just to all men."¹ "The test of our progress", said the late President Franklin Delano Roosevelt,² "is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have little." We ask you to provide a basis for the good life for all, so that, like Robert Browning's Grammarian, every human being may have the chance to

"learn how to live -

No end to learning:
Earn the means first - God surely will contrive
Use for our earning."

To paraphrase Abraham Lincoln's famous remark on the battlefield of Gettysburg,

"The world will little note or long remember what we say here,
but it can never forget what you do here."

¹Civil Disobedience, in Walden and Other Writings, p. 659. One of the photographic illustrations in J. W. Wise, The Springfield Plan, depicts a nun teaching a class in a parochial school from this text on the blackboard:

"Democracy means equal opportunity for all men.
This is based upon the second great commandment of God:
'THOU SHALT LOVE THY NEIGHBOR AS THYSELF'."

²Inaugural Address, January 20, 1937.

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